TODAY'S EDUCATION

The Journal of the National Education Association
March-April 1974

Cart

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- **Robert Strauss and George Bush, Teachers and Political Parties**
- **Mainstreaming the Handicapped**
- **Albert Yee, The Big Red Schoolhouse**
- **June and Harold Shane Interview Dennis Gabor**
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- **Symposium on Equality**
  with contributions by John Fischer, John Kenneth Galbraith, Herbert Hill, Jesse Jackson, Walter Mondale, Paul Samuelson, and others

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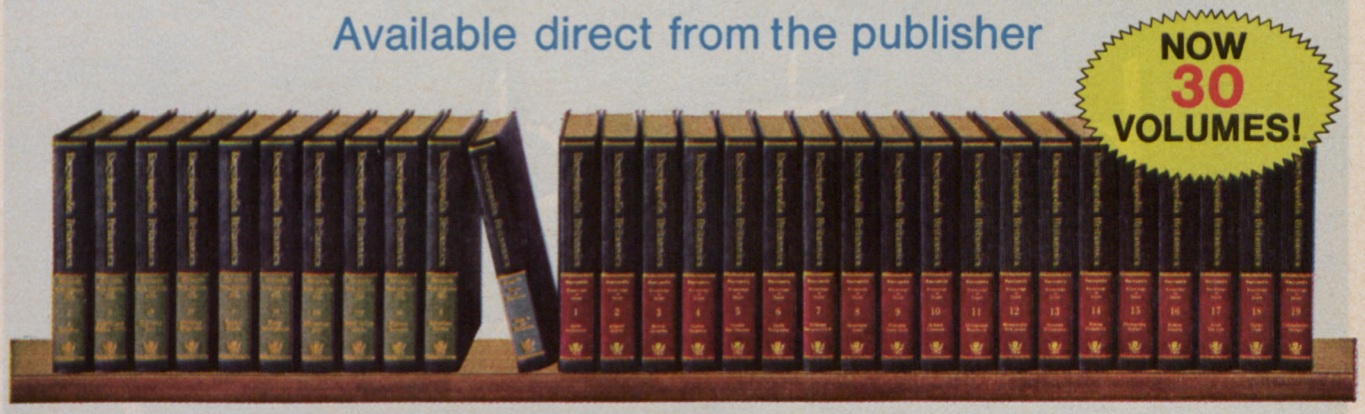

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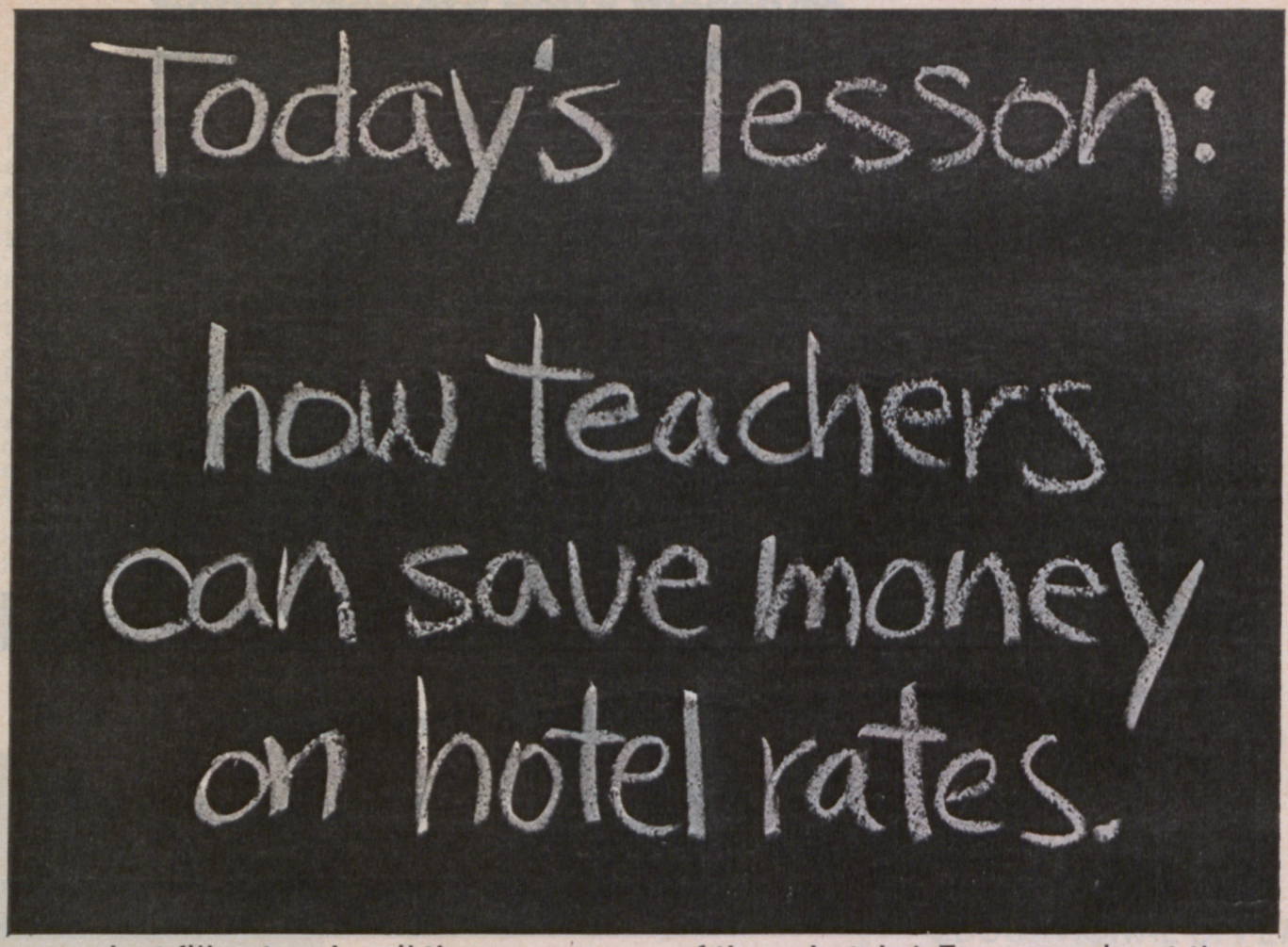

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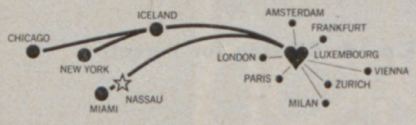

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TEACHER OPINION POLL

Predictability of IQ Test Scores

☐ **In its 1973 Teacher Opinion** Poll, NEA Research asked a representative nationwide sample of public school teachers how well they thought IQ test scores predicted the ability of four groups of pupils.

For mentally handicapped pupils, half the teachers thought IQ test scores predicted ability very well or fairly well, and half thought they predicted poorly or not at all. Over half the teachers in the largest school systems (enrollments of 25,000 or more) but less than half the teachers in the smallest systems (enrollments of under 3,000) believed that group IQ test scores predicted these pupils' ability very well or fairly well. Considerably less than half the teachers in the Northeast (43 percent) and considerably more than half the teachers in the Southeast (58 percent) thought the test scores predicted very well or fairly well.

Six teachers in 10 thought that group IQ test scores predicted ability of physically handicapped pupils poorly or not at all. This was also true for all subgroups except teachers age 50 and older—about half thought these test scores predicted poorly or not at all and half thought they predicted very well or fairly well.

Three teachers in 4 thought that the group IQ test scores predicted the ability of socially or culturally different pupils poorly or not at all. Teachers under age 40 were more skeptical about the predictability of the test scores for these pupils than were older teachers—8 in 10 of the younger ones but fewer than 7 in 10 of the older ones said "poorly" or "not at all."

Seven teachers in 10 thought that group IQ test scores predicted the ability of pupils, other than the handicapped or "different," very well or fairly well. The greatest differences were among the regions. For example, while 67 percent of the teachers in the West thought that group IQ test scores predicted the ability of these pupils very well or fairly well, 77 percent of the teachers in the Northeast did.

Overall, the age of teachers noticeably affected their opinions about how well IQ test scores predict the ability of various categories of pupils: With regard to mentally handicapped pupils, 52 percent of the youngest teachers (under age 30) and 46 percent of the oldest (age 50 and over) thought the scores predicted ability very well or fairly well; physically handicapped pupils, 37 percent of the youngest and 51 percent of the oldest; socially or culturally different pupils, 21 percent of the youngest and 37 percent of the oldest; all other pupils, 65 percent of the youngest and 82 percent of the oldest.

A related question was as follows: In light of your response to the question above, which of the following best describes your opinion concerning use of intelligence tests?

About 76 percent of the teachers thought that these tests should be continued, but with more emphasis on the proper use and interpretation of the results; 15 percent, that these tests should be discontinued; and 8 percent, that these tests should be continued in much the same manner as at the present time.

A question asked teachers their opinions on the use of a standardized test as a major criterion for admission to a college or university. A majority of the teachers, 2 in 3, are strongly opposed to or tend to oppose this use of a standardized test: 71 percent of the elementary and 65 percent of the secondary. Opposition decreases with increase in age. Also, 71 percent of the teachers in the Northeast but 64 percent of those in the West are opposed.

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LETTERS

Watergate

There are some who think that this endless self-analysis of a society ("Watergate and the Classroom" by Hugh Sidey, January-February) is one more agent in its dissolution.

—Mrs. William Barnes, *Boise, Idaho.*

Hugh Sidey's piece on Watergate is the finest article of *any* kind which I have seen on the fiasco!

—William H. Fisher, *professor of education, University of Montana, Missoula.*

F for Failure

I agree with Dr. Bailey ("Comment," January-February) that F should remain a part of letter grading procedures. I am not advocating the use of it as a punishment or blackmail but rather as a realistic way to grade students on how well they meet course expectations.

—Claire Brunetti, *English teacher, Hammonton (New Jersey) High School.*

Spelling

No wonder the teacher ("Cartoon Essay," January-February) was assigned to the boys' room. He couldn't even spell "receive".

—Mrs. H. S. Thomson, *Staten Island, New York.*

Bible Literature

Ruth D. Hallman's experiences ("Bible Literature in the Curriculum," January-February) are not flukes. When the story of Moses came up in a discussion in my class, a number of puzzled expressions could be seen. I discovered that five students had no idea of who Moses was, and several others only knew that he spent a good deal of time walking in the desert.

—Thomas A. Kersten, *language arts teacher, O'Neill Junior High School, Downers Grove, Illinois.*

Teenage Popularity

Recently, I found a copy of *Today's Education* on my teacher's desk and was totally surprised when I saw the three articles on "Teenage Group Pressures" (November-December). Usually when I read articles written about kids, by adults for adults, I become violently angry at the misunderstandings, generalizations, and stereotyping, but your writers seem to really know what's going on in high schools today.

I think Joyce Maynard's article was the best of the three. Contrary to its subtitle, "In the 1960's," everything in it still holds true.

—Isabel Kraut, *sophomore, La Jolla (California) High School.*

In my mind, popularity doesn't exist. What does exist is a feeling of oneness among all young people. Parents and educators must help this feeling grow within each student. As hard as it may be to believe, we students are concerned about the shape of the world and can't waste our time with becoming "popular."

—Charles A. Gay, *senior, Chaska (Minnesota) High School.*

Jessie Dolch says, "They [teenagers] think less about doing what is 'right' and 'wrong' and think more about doing what is 'fun.'" Since those in charge of elementary education today tend to apply almost universally the measuring stick of "Does it turn the children on?" and "Is it fun?" to every teaching-learning situation, is it any surprise that teenagers react to life in the manner described and decried by Miss Dolch?

—Henry J. Adams, *reading consultant, Avery School, South Windsor, Connecticut.*

Mastery Learning

In "Teachers, Teaching, and Master Learning" (November-December), Dr. Block mentions the danger of teachers' developing an authoritarian approach in determining what topics are to be learned to a mastery level. This danger may become reality if as Block says, "Teachers have found it useful to use their old course achievement tests as

(Continued on page 8)

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LETTERS
(Continued)

working definitions of the material that each student will be expected to master."

A program which sets as its standards the learning measured by typical paper and pencil tests may be establishing low standards indeed, particularly when the easiest learning to program and measure is the simple factual type of learning.

—Teressa Marjorie Pratt, *education consultant, specific learning disabilities, Waterloo, Iowa.*

Values

Dr. Fraenkel ("Strategies for Developing Values," November-December) has given a blueprint for developing values, but I wonder if his expectations that teachers can effectively use the plan aren't a bit inflated. Teachers may suffer from the same malfunction they undertake to correct in their students. Few teachers I've known could sort out what they really believed about children, how they learn, their right to choice, or their capacity for responsible decision. Those who by their actions value or at least accept ambivalence would make questionable use of Dr. Fraenkel's strategies.

—William H. Truesdell, *Galesburg, Michigan.*

Teachers' Strike

A teachers' strike in our district caused me to examine the reasons for supporting my colleagues. These reasons were published in the *Watertown Daily Times* in a longer version than that presented here.

The law requires boards of education to bargain with teachers *in good faith.* Our board had balked at negotiating for seven months. The proposals which teachers were asked to vote on were not the result of progressive negotiation but rather the dictates of a ruling oligarchy.

The most important issue as I saw it was: How can we teach democracy while denying it to ourselves?

Few people in our community believe that money was not an issue in the strike. The fact is that money was

(Continued on page 10)

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purpose, meaning, value of daily activities

In order to develop a sense of self-awareness within children and an understanding of themselves and others, the program initiates introspect into the social, physical, and mental make-up of the individual. Children come to understand the world of work by learning about the effect of environment, attitudes, and values in meeting personal goals. The reasons for daily activities children perform—at home, at play, and at school—are discovered through the program content to create a foundation of self-awareness. Children will also begin to realize the reasons for future activities and the purpose of formal education. In short, they will be better prepared for exploring and experimenting with career concepts in junior high.

program content

The program consists of a series of sixteen four-page student activity newsprint issues available in six different Awareness Levels.

AWARENESS LEVEL 1 is designed to help children become aware of their self-image through human activity. At **AWARENESS LEVEL 2** children explore human experience in work and play. In **AWARENESS LEVEL 3** individuals begin to learn ways that people work and play together. At **AWARENESS LEVEL 4** children begin to understand the changing world of work and leisure time activity. At **AWARENESS LEVEL 5** they begin to synthesize their knowledge of self-image and community environments to meet personal work and play needs. And, at **AWARENESS LEVEL 6** students begin to explore the relationship of self-image, educational environments, and the world of work.

meets all students needs

The six Awareness Levels correlate with the appropriate grades; however, it is the teacher who makes the final decision, based on the student's learning abilities and maturity, as to which Awareness Level should be used at which grade level. Levels 1 and 2 meet the needs of the non-reader as well as the reader since the students will "read" directions aloud and along with their teacher.

full flexibility

A Highway to Work and Play offers full flexibility in use and scheduling. The program can begin at any time, in sequence as prepared, or reorganized to the teacher's special needs, such as with selected issues reinforcing, enhancing, and enriching other areas of study.

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—Arthur E. Rude, *mathematics teacher, Riverside Junior High School, Watertown, Wisconsin.*

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The Folger Shakespeare Library traveling exhibits continue to be available free of charge for three- to four-week loans to schools, colleges, universities, and other interested institutions. The only cost to the borrower is the Railway Express collect charge between exhibitors. The Folger provides insurance coverage.

The exhibits are collections of material relating to Shakespeare, Tudor and Stuart England, and the Folger Library. Please address inquiries about the exhibitors to the Library, Washington, DC. 20003.

—Jean Miller, *Art Department, Folger Library, Washington, DC.*

Book Review Addition

Certain material which was omitted from my review of *Early Schooling in the United States* by Goodlad and others (January-February, pp. 108-109) is necessary to an understanding of the book's essential message.

Within Part Two, which provides information about nursery schools as seen by their directors and also by trained observers, it is noted that these data have both encouraging and discouraging aspects. The authors then note (on p. 119):

> Our impression, however, of these preschools is that though they are comfortable places for children to be, they are at the same time pedestrian and unimpressive. We must ask ourselves if this is good enough. With all that we know about child development and with all that needs to be improved and that education can accomplish, can we afford to be satisfied with the placid and slow-changing water of the main river of early schooling?

In a capsule, this question is the challenge presented to educators by Goodlad and his associates. Despite all the recent ferment in the field, despite the intensity and even the genius with which the possibilities of early childhood education have been explored over recent years, the programs that exist in this country appear on the whole to lack variety, richness, and sufficient range of activities to meet individual needs and encourage the full development of children. Worse, most of the nursery schools in this sample "are, apparently, rather sublimely isolated educational enclaves" very much separated from each other and from those who do research. Thus, they seem insulated from the forces that might help them better to understand what they are doing, what are the effects on children of these practices, and how more effective practices might be developed.

—Robert H. Anderson, *professor and dean of the College of Education, Texas Tech University, Lubbock.*

Unemployed PhD's

I often see fellow PhD's shuffling along with me on the unemployment line. Hardest hit are the white males. But black and women PhD's are in great demand.

I have nothing against either of these groups and can sympathize with their former underemployed status. But why should I, a new and lowly member of this profession, be selected to suffer the effects of reverse discrimination? Let those mandarins who staffed the all-white, all-male faculties feel the brunt of this evening-up process.

—*Name Withheld upon Request.*

♦For more on this subject, see the feature on equality, page 75.

FOR YOUR INFORMATION

Helen D. Wise, NEA President; Terry Herndon, NEA Executive Secretary.

NEA memberships and annual dues: Active, $25. Associate, $25. Retired, $2. Auxiliary Personnel, $10. Reserve, $12.50. Educational Secretary, $10. Survivor, single payment of $25. Student NEA, $3.50 through Student NEA Chapters only.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

AUDIOVISUAL MATERIALS

The following 16mm sound films are recommended by Carolyn Guss, Indiana University Audio-Visual Center, as representative of some of the newer ones available on thinking processes.

The Clubhouse Boat. 19 min., color. Raises questions concerning fund-raising methods used by a group of boys to buy a boat. (1)

Controversy over the Moon. 15 min., color. Two investigators using the same data can come to different conclusions which await further testing. (3)

Darwin. 26 min., color. Shows that Darwin's approach to scientific inquiry was "to see what everyone has seen but to think what no one has thought." (4)

Lost in the Mish Mosh: Area Measure *(Exploring Mathematics Series).* 13 min., color. Uses an animated Sherlock Holmes technique to introduce grid measurement of an area. (7)

Mr. Pasteur and the Riddle of Life. 11 min., color. Demonstrates the scientific approach to understanding a phenomenon (in this case, the origin of living things) through a humorous account of Pasteur's experiments. (3)

Newton: The Mind That Found the Future. 21 min., color. Points out Newton's employment of the scientific method and identifies some of his contributions, including calculus and the revolving telescope. (5)

The Question. 8 min., color. Uses animation to illustrate how an individual's knowledge and experiences influence his interpretation of a problem. (6)

Producers or distributors: (1) Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. (2) Coronet Films, 65 E. South Water St., Chicago, IL 60601. (3) Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, IL 60611. (4) Films Incorporated, 1144 Wilmette Ave., Wilmette, IL 60091. (5) Learning Corp. of America, 711 W. Fifth Ave., New York, NY 10022. (6) McGraw-Hill Films, 330 W. 42nd St., New York, NY 10036. □

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RESEARCH CLUES

By ALEXANDER FRAZIER
Professor of Education, The Ohio State University, Columbus.

Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his results. If a study opens up a new field of speculation for us, that may be contribution enough.

How is Follow Through faring?

Efforts to intervene in the presumed impact of the poverty culture on school performance are hard to evaluate. The Follow Through Program, in progress since the late sixties, is still trying to find better ways to check outcomes. The most recent report, relating observational and test data, offers these conclusions:

When more time is devoted to reading and math, test scores are likely to be higher.

Children who receive adult feedback on how they are doing tend to achieve better on tests. Individual attention is important for developing language skills in kindergarten, reading and computation skills in first grade, and problem solving skills in second grade.

Active involvement (ranging from responding to questions to participating in self-instruction) also seems to pay off in better test results.

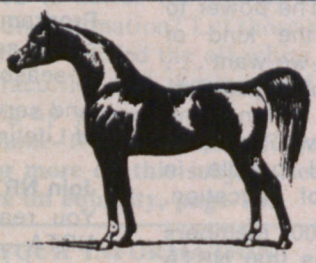
See J. Stallings and others, *Follow Through Program Classroom Observation Evaluation* (Menlo Park, California, Stanford Research Institute, 1973).

What can be done to upgrade family day-care operations?

Children who stay with a neighbor or are dropped off at the home of an obliging woman two streets over add up to 80 percent of today's day-care cases. Adequacy of such at-home or family day care is properly a matter of great concern to parent users, professionals, and public.

At Pacific Oaks College in Pasadena, California, a year-long study just completed has demonstrated one way to work for improvement. The staff invited 22 mothers who provided day care for other people's children to join them as "instructors" and "consultants." The program was meant to meet course requirements for some

(Continued on page 14)



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Research Clues
(Continued)

students and to explore home-care problems—as well as to assist the mothers themselves.

Home-care mothers, as the staff discovered, often have a lot to offer. They are close to the parents they serve, are willing to put up with minor illnesses, and charge less than group care or nursery centers.

The mothers learned a good deal, too. In summary, the staff decided that 16 of the homes offered fine opportunities for growth and learning. Home care does not have to be just baby-sitting—and it may provide a valued element in a balanced community approach to child care.

See June S. Sale, "Family Day Care—A Valuable Alternative," *Young Children,* Vol. 28 (April 1973), pp. 209-15.

What role do sex and race play in counselor preference?

While the full answer is still being pursued, some older expectations can be ruled out. Boys do not necessarily prefer men counselors nor girls, women. White students do not always choose white counselors. In fact, in the present study, both black and white boys chose a black counselor more often than a white one.

However, if findings of this study can be accepted, black students do prefer counselors of their own race. Of the 60 black students, all but seven chose either male or female black counselors.

In the study, students watched videotaped sessions in which six different counselors worked with the same counselee. Three were male, three female; one of each sex was black, two were white. The two whites of each sex were identified as either "Northern" or "Appalachian."

The 180 student subjects had been selected in matching sets: 30 each of black males, Northern white males, Appalachian white males, black females, Northern white females, and Appalachian white females.

Differences in preferences of Northern and Appalachian whites were remarkable only among the

(Continued on page 16)

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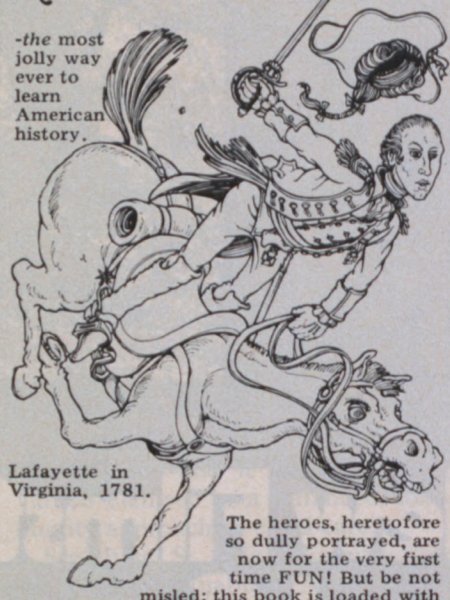

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Research Clues
(Continued)

boys: 17 Northern white boys chose the black male counselor, compared with only eight of the Appalachian boys.

The great range of selection among the six counselors running from 43 percent for the black male to 4 percent for the Northern white male suggests that charisma and competence may count for more than anything else.

See Anthony C. Riccio and Keith D. Barnes, "Counselor Preferences of Senior High School Students," *Counselor Education and Supervision,* Vol. 13 (September 1973), pp. 36-40.

How stable is hyperkinesis among children?

The investigators have followed 500 Vermont schoolchildren from second through fifth grade to check on what happened to the 20 percent originally identified by means of a teacher questionnaire as suffering most from the hyperkinetic syndrome. Hyperactivity, mostly purposeless in nature; emotional over-reactivity; temper tantrums and impulsiveness; difficulty in relating to others in a group setting; language deficits; and sometimes coordination and learning problems—these are the behaviors that compose the hyperkinesis syndrome.

By grade five, teachers still tag 60 percent of the original group as hyperkinetic. But new candidates have made their appearance as was found true in a similar grade four check. Those remaining represent 70 percent of the boys identified in grade two and only 7 percent of the girls. Among the later recruits, boys outnumber girls three to one.

The investigators note several aspects of the hyperkinetic syndrome that remain troublesome besides its sex-relatedness—the impact of home and school environment, in particular, and the role of medication in hyperkinesis.

See H. R. Huessy and others, "Five-Hundred Children Followed from Grade 2 through Grade 5 for the Prevalence of Behavior Disorders," *Acta Paedopsychiatrica,* Vol. 39 (Issue 11, 1973), pp. 301-09.

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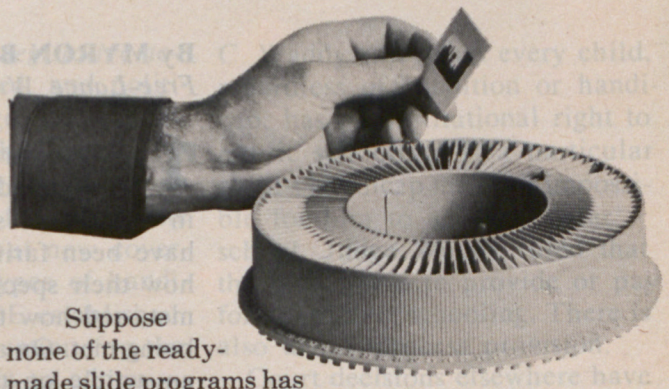

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Mainstreaming the Handicapped

By MYRON BRENTON
Free-Lance Writer.

This is an article on physically handicapped children in the public schools—how they have been faring over the years, how their special needs are being met, and how their needs are *not* being met. On a broader level, it is an article on the profound philosophical and methodological changes now occurring in the field of special education, changes that may have a sharp effect on public schooling generally. Current trends, triggered by a variety of social forces, suggest that many, if not most, handicapped children will no longer remain segregated in special classes. Instead, they will attend school in regular classrooms.

When viewed from a statistical perspective, the implications of this change become staggering. Though no hard and fast figures are available, the Council for Exceptional Children (CEC) estimates that there are presently about 7 million handicapped preschool-age and school-age children in the United States. (Consider this as a catch-all figure that includes physically handicapped youngsters, mildly or severely retarded children, and those with severe emotional disturbances.) A survey done by HEW's National Center for Health Statistics, published in 1973, estimates that 2.7 percent of the population under 17 has at least some limitation of activity due to "chronic conditions."

Some 40 percent of all handicapped children receive special schooling—either in segregated educational facilities or in regular public schools. A very small number are in private schools. And the rest—more than 4 million boys and girls—either attend regular schools that do not have the special services they need or they are totally excluded from the educational world.

That picture is not pretty. Yet, from the realistic, if seemingly cold-blooded, perspective of history, significant progress *has* been made in the education of handicapped students—and, over the past quarter of a century, at an ever increasing pace. A century and a half ago, American society simply shunted aside the vast majority of its handicapped children. As late as the Depression years, most school systems were neither philosophically nor financially prepared to offer educational programs for many of their handicapped youths.

But since 1948, the number of handicapped boys and girls receiving special education services of all kinds has increased an astonishing sixfold. Special education itself has blossomed as a full-fledged, respected educational entity; today more than 400 colleges and universities—about five times as many as in 1948—provide training programs for teachers who want to enter the special education field.

In the late 1800's, some "residential schools" were established for the deaf, the blind, and the retarded. These institutions were few in number and sadly lacking in scope and facilities.

There was no institution with the breadth and purpose of New York City's Center for Multiple

Mainstreaming means moving handicapped children from their segregated status in special education classes and integrating them with "normal" children in the regular classrooms.

Handicapped Children, which was funded in 1969 under an ESEA Title III grant. Now funded by the City Board of Education, this remarkable institution has already been validated by USOE as a national demonstration site.

Its 128 students, whose ages range from four to 17, have an amazing array of serious physical and mental problems: impairments of hearing, speech, and sight; aphasia; brain damage; multiple sclerosis and heart disease; and more. The Center has close to 40 teachers and paraprofessionals, plus a staff of medical and clinical specialists. The children—about eight per class—benefit from the latest in innovative materials and the intensive programs specifically geared to their individual needs.

Such multifaceted centers can literally change the direction of a child's life. Betty, a youngster with cerebral palsy who is deaf and unable to speak, is an example. Soon after she arrived at such a center from a home for the retarded, it became evident that far from being retarded at all, she is, in fact, a bright and responsive child.

A number of factors are responsible for the changes that have come about in the education of handicapped children:

Parent power. After World War II, mothers and fathers of handicapped children began to organize, tired of the massive neglect their children were facing. They became—and continue to be—politically aggressive, putting pressure on lawmakers, federal and state, to give their children a fair shake.

Federal and state legislative action. Parents lobbied, and politicians got the message. The federal government established special education programs, national in scope, that initially focused on the mentally retarded but now cover children with all types of handicaps. In 1967, USOE established the Bureau of Education for the Handicapped (BEH) to administer these proliferating programs.

Many state legislatures, too, have become active, passing vital legislation with respect to the schooling of the handicapped. Nearly every state has provisions for reimbursing local school districts at least to some extent for the extra amount it costs to educate a handicapped child.

Court decisions. Spurred by activities in the civil arena and responding to the grim fact that handicapped children were being ignored, even in some states where their education was mandated by law, parents turned to the courts to remedy the situation.

Happily they are no longer fighting alone. "Parents and professionals have joined together to bring suit in federal courts across the nation on behalf of something we're calling 'the right to an education,'" says Alan Abeson, director of the Council for Exceptional Children's State-Federal Information Clearinghouse.

In a landmark decision in 1972 *(Mills* v. *District of Columbia Board of Education)*, Judge Joseph C Waddy ruled that every child, regardless of condition or handicap, has a constitutional right to public schooling. If a particular child's handicap makes it impossible for him to attend regular school, Judge Waddy ruled that the system has to provide or pay for alternative schooling. There is also a due process provision.

Court decisions elsewhere have followed a similar pattern, and more than 30 additional lawsuits on behalf of handicapped children are now anticipated or pending all over the country. In order to head off litigation, several states have acted on their own, legislatively or administratively, with "right to education" rulings. For example, the New York State Commissioner of Education recently ruled that New York City must immediately place *all* handicapped students in appropriate public or private school classes at public expense. Estimates as to the number of boys and girls affected range from 10,000 to 24,000.

Education's emphasis on the individual. Developments in American education generally, such as the concept of prescribing instruction, the move away from tracking, and the mounting concern over the reliability and applicability of intelligence tests, are examples of today's emphasis on the individual. This emphasis has had its effect on the traditional practice in special education of labeling children in terms of their handicaps, a practice which automatically leads to assumptions about them that could well be erroneous.

And so, in some places in the country—in the state of California

Paula Pfeifer, a former March of Dimes poster child, symbolizes the many handicapped children who are successfully attending regular public school classes.

and in the city of Minneapolis, for instance—movements are afoot to eliminate such labels as "blind" and "retarded" and to look at children from the point of view of their specific and idiosyncratic physical, mental, emotional, and learning problems.

All these factors have played a part in the rapid growth of a phenomenon commonly known as "mainstreaming" in the world of special education. In essence, mainstreaming means moving handicapped children from their segregated status in special education classes and integrating them with "normal" children in regular classrooms.

Mainstreaming is not new, but the current zest for it is. California's new master plan for special education, now awaiting legislative implementation, would emphasize special services for handicapped youngsters in regular classes. Texas has a major program, too. But all over the nation, school districts, big and small, are taking part to some extent in what a CEC official calls "the biggest vogue in the field today."

As responsible educators view it, mainstreaming doesn't simply mean transferring handicapped children to the regular classroom, which often has unfortunate results. It means identifying the individual physical and academic needs of handicapped students; assessing their possible readiness for integration on either a part-time or full-time basis; preparing the mainstream schools for the students' entry; and providing all the backup services required, including resource teachers and facilities.

Proponents of mainstreaming offer the following major rationales for its adoption:

Handicapped children do a better job of achieving, both academically and socially, when their isolation ends. Actually, says Martin Kaufman, a prominent researcher with BEH, some studies support this notion, while others do not. "The results so far are equivocal because of poor methodology," he explains. "The real question, however, is: For whom and under what circumstances is such integration a viable alternative?"

A regular school setting does a better job than a segregated setting of helping handicapped children adjust to and cope with the real world when they grow up. Talking with some children who have been mainstreamed—like Peter R., a teenager in Washington, DC—bears this point out. Peter's legs were amputated when he was young, and he wears artificial ones now. Initially, he attended the C. Melvin Sharpe Health School, a public special education day school, but he has been going to a regular school for the past several years.

"I had more individual attention at Sharpe," he says. Does he miss that? "In a way, but I've adjusted to the regular school, and my treatment here is probably similar to the treatment I will get in the outside world. Sooner or later, I have to learn how to survive without being pampered. I have more friends now too; they say they admire my spirit, and I fit right in with them."

Exposure to handicapped children will help normal children understand individual differences in people; it will also help to diminish the stereotyping of the handicapped. This is most likely to happen if the normal children are prepared for the handicapped newcomer, especially in the early grades.

Julia Plemmons, a young teacher of the deaf in Spartanburg, South Carolina, says that each time a student of hers is mainstreamed, she goes into the regular class to familiarize the boys and girls with the nature of the new child's handicap. "They all get along real fine," she says. "The kids have taken hold and helped these hard-of-hearing children a lot. Each handicapped child has a buddy, who looks out for him or her."

The New Lyndale School in the heart of Minneapolis practices sound mainstreaming approaches. This elementary school houses a special station for about 70 hearing-impaired children from 25 schools in and around Minneapolis.

Some hard-of-hearing youngsters are already partly integrated with normal-hearing children in kindergarten. At every grade level, there's total integration for nonacademic subjects like shop and gym. All handicapped children are mainstreamed in the school for subjects they're proficient in. Some spend the entire day in regular classes, except for one hour a day for intensive language training.

Some need little in the way of supportive services in order to succeed in the regular classroom; others, a great deal. Resource teachers work closely with regular classroom teachers; in some cases it's almost a team-teaching situation, but only if the regular classroom teacher welcomes such involvement.

A major goal, says Coordinator Jayne Nelson, is to ready as many children as possible for eventual integration into their home schools. Integration hasn't always been successful, especially in the suburban schools where classroom teachers weren't prepared to work with the handicapped boys and girls and where backup services weren't available for them. For these reasons, some students had to return to New Lyndale.

Once federal funds were made available for consultive services, suburban schools were better able to serve the mainstreamed children. But the situation may worsen again if funds are cut back. About 10 percent of the children in the New Lyndale program are mainstreamed each year.

Mainstreaming, which may not be new, is nonetheless still in its infancy. Numerous practical problems—for example, effecting architectural modifications to accommodate students in wheelchairs—need to be worked out. The theoretical underpinnings to mainstreaming remain to be perfected. As Frank Hewett of the University of California at Los Angeles aptly puts it, "The legal movement occurred before any kind of inventory was taken, and now we're playing catch-up."

Dr. Hewett is one of the developers of the Madison Plan, a formal mainstreaming model based on a strong conceptual framework. [See "The Madison Plan Really Swings" in the November 1970 issue of *Today's Education.*] Used for the past five years by the Santa Monica (California) Unified School District, it has been adopted in modified form by several school systems in the Middle West and the South.

Texas has its comprehensive "Plan A," providing for a host of new alternatives to meet the needs of handicapped children, including mainstreaming. This past September, Los Angeles began a comprehensive program, Project Mainstream, for physically handicapped students in regular schools. Formerly, many had access to only limited supportive services in regular classrooms, and some shuttled back and forth between special education and regular classrooms. Unfortunately, the program is operating on a limited basis because of a lack of start-up money.

New York City's Intermediate School 237 (in the Borough of Queens) became a center for physically and mentally handicapped children in 1972 and already has many more applicants than it can handle. The goal is "maximum integration of the handicapped into the mainstream of the schools," says auxiliary principal Milton Chaikin.

The school has had some startling successes. For instance, Jamie, a neurologically impaired teenager, had never been successful in the classroom and wished himself dead. Then he came to IS 237 and was integrated into regular science and math classes. Though he has had some trouble meeting academic demands, his depression has lifted. He has made friends, joined an afternoon chess club, and has generally become much more outgoing.

At USOE's Bureau of Education for the Handicapped in Washington, Dr. Kaufman and some associates are "playing catch-up"—and endeavoring to help handicapped elementary schoolchildren with Project Prime. Their goal is nothing less than identifying the determinants of an effective education for handicapped children in the public elementary schools, determinants that would find applicability everywhere.

Funding, as a number of the above examples suggest, is a serious problem with regard to effective mainstreaming. It's a twofold problem: (a) Courts and legislatures are telling school districts to provide schooling for all handicapped children, an education which costs an average of from $400 to $800 more than that for normal children, at the very time that voters are slashing school budgets and turning thumbs down on bond issues; (b) many states provide extra aid money for children in special classes, but the mainstreamed children receive not a penny more than the normal children. Overcrowding of regular classes can be a collateral problem when handicapped children are mainstreamed, and al-

When this isolation is ended, do handicapped children do a better job of achieving both academically and socially?

ready this is a problem in a few districts.

More federal aid is an obvious must. Senate and House bills that would have federal funds underwrite 75 percent of the additional cost of educating handicapped children are currently in the hopper but given little chance of success (and some educators are not happy with all of their provisions).

The training of regular classroom teachers is another major problem. In many instances, these teachers have had hardly any preparation and no training in working with the handicapped.

Even the briefest course in the management of such children is mandatory for teacher certification in only a few states thus far. In-service training on teaching the handicapped is very spotty, though a few programs are being instituted, especially at the school district level. Ironically, the Education Professions Development Act of 1968 has funded some 200 programs for training "regular" educators to teach handicapped children; but budget cuts brought the number down to 15 recently. However, appropriations for 1973-74 will provide funds for new programs. "There's a good deal going on, but not nearly enough," says the University of Minnesota's Maynard C. Reynolds. But, he adds, "The best kind of in-service training is the continuing interaction between the regular classroom teacher and the resource teacher, case by case, child by child."

Mainstreaming meets with antagonism too. Some special education teachers and administrators are not keen on it. They fear that the gains made on behalf of handicapped children will be wiped out, and they are not happy about the drastic changes their own accustomed professional approaches will have to undergo.

Regular classroom teachers, who already feel pressured in many ways, often show resistance because they have never taught the handicapped and because they are concerned about their ability to cope with problems that could arise in teaching them. But adequate training and resource support frequently turns resistance to enthusiasm.

Some parents of handicapped children dislike the concept of mainstreaming. The reason, explains Yetta W. Galiber of the Information Center for Handicapped Children, is that "they worked hard to get their boys and girls special education, and they're afraid that now their children will either be dumped into regular classrooms without supportive services or that if the services are available at first, they will vanish the moment city and state budgets are cut."

California has had an experience with dumping of sorts. Four years ago, the state legislature passed a law that had the effect of returning thousands of educable mentally retarded children to regular classrooms—in many cases without sufficient supportive services. Many children had a hard time and eventually were removed to "buffer" classes.

That children will be mainstreamed without backup services is always a danger in times of financial stress. But, Mrs. Galiber says, "When you hide something, you don't really learn how to deal with it. We've hidden those children long enough."

Another, more subtle risk connected with mainstreaming is that it will eventually become too popular—that it will be seen as a cure-all. It isn't that, of course, and never can be. As BEH's Jack Jones says, "It's just a natural part of the continuum of services that are or should be available to handicapped children."

These services must run the gamut from homebound instruction ("Lots of homebound may still be lost in the shuffle," admits another BEH executive) to residential schools to special education centers to a variety of mainstreaming situations to other alternatives. When each child, no matter what his or her physical problem, is assessed as a unique personality; when a host of options is available to meet that child's specific needs; and when no child is frozen in any particular educational setting (including mainstreaming), American education for the handicapped will have come of age.

Yes, there are plenty of problems and dangers and inadequacies connected with the education of handicapped children. But if, however haltingly, mainstreaming is where education for the handicapped is now headed—and philosophically, at least, it seems to be—then there is reason to be optimistic. □

The War Against Words

By MARYA MANNES
Author and Journalist.

Communication is the use of language toward its fullest and highest potential. We are steadily killing it. We have communications, but not communication. Ours is perhaps the richest language in the world, and yet we impoverish it—through laziness, ignorance, contempt, and the quaint illusion that the brotherhood of man means the lowest common denominator.

"Like, man, y'know, like this cat was walkin' down the street, y'know, like I said. . . ." This isn't language. It's a substitute for thought, it's like well, y'know. It's an abomination.

It is also, alas, one of the less admirable contributions of the younger generation. And before youth brands me as an ancient elitist living in the musty past, let me say that *real* street talk all through history has indeed enriched and enlivened the language of every age. Shakespeare used it copiously. The great Irish poets and playwrights couldn't write without the glorious lilt of barflies and sweepers and street bums. We wouldn't have any literature without the verbal seasoning of different races and origins and of what is called "the common man"—the unlettered man, the simple man, the wise fool.

But this current diarrhea of y'knows is the same kind of mindless squiggle as the graffiti in subways. Some critics say that graffiti or pieces of string looped around nails or an arrangement of exhaust pipes and styrofoam lumps are art. They may be forms of self-expression, but what if the self is not worth expressing? Sorry, but art without vision or craft is purely self-indulgence. So is the illiterate verbal dribble that passes for speech in today's world.

A French philosopher called Joseph de Maistre once said that "every individual or national degeneration is immediately revealed by a directly proportional degeneration in language."

This degeneration is by no means confined to the young generation. On the contrary, it has contaminated the language of government, of business, of science, of law, of sociology, of nearly all specialized cliques of power and influence.

It is, simply, double-talk—the kind of deception, evasion, and downright dishonesty that, like Watergate, is eroding our society. This particular perversion of communication on the highest levels is masked by noble and hollow statements, by pious platitudes, by a pretense of sincerity. In ordinary mortals, it can be merely boring; in a President, it is a gross violation of trust—as the phrase "Peace with Honor" was a gross violation of truth.

And in all cases, whether advertising a product on television or expounding political action, truth has been sacrificed on the altar of expedience by the misuse of words or, just as bad, by the devaluation of words.

But who needs words when a rock record yowling the word *love* 20 times in a row sells a million sides? Who needs words when an individual can earn a million dollars a year moaning and screaming into a phallic instrument attached to a wire umbilicus? Who needs words with lights, pictures, 3D, gyrating pelvises, amplification beyond all hearing, and the relentless percussion of obscenities?

We need words. Because we are human beings, not animals. *They*

Art without vision or craft is purely self-indulgence. So is the illiterate verbal dribble that passes for speech.

can grunt, but they cannot speak. Whether we like it or not, speech is our communication. And if we cannot communicate clearly and truly with each other, we lose some of our greatest powers: mutual understanding, mutual illumination, mutual answers to common needs.

We can each be different from the other, but we share a common tongue which includes us all. If we misuse or abuse this language, the ties between us are unraveled, and we become strangers or enemies. And if we believe no one because we no longer believe in words, we revert to a savage state.

I say all these things with passion and intensity, not because I happen to be a writer and a craftsman. I say them because youth are the ones who must now—by speaking truly and eloquently—challenge this rot of deception.

Through the word, the young generation must restore confidence. Whether their choice of work is business or law or government or teaching or advertising or mass communication, they must learn how to use language to change people: to turn them back to truth.

They must use words to shed light, not spread evasion. They should read Edmund Burke. Read Francis Bacon. Read *The Federalist.* Read the speeches of Lincoln—and yes, by heaven, those of Adlai Stevenson. And then forge a fresh language from the wisdom in these works and their own conviction.

What can teachers do to turn young people on to words as instruments of power, beauty, and truth?

One direct way might be to expose them in the classroom to eloquent members of our society—whether statesmen or writers or philosophers or actors—who could read short passages of their own or of those men and women who have made history with their words. Words that would stir, reveal, light a flame in young minds.

Failing their actual (and often expensive!) presence, videotapes of their most compelling statements could be shown and then discussed.

Each student, moreover, could write a paragraph, to be spoken aloud, on any subject directed to an imaginary audience and followed by the reactions of peers as well as teachers.

Debate on a burning issue might also stretch verbal muscles into meaning and eloquence.

Let there be punishment too: a demerit for every "y'know, like, like I said" slipping from lazy minds and mouths.

Tough going? Surely. But maybe worth a try.

The goal deserves it. □

This statement, prepared at the request of *Journal* editors, is based on a speech which Miss Mannes delivered at the 1973 commencement of Baruch College of the City University of New York.

If Language Is Not Correct . . .

About 2,500 years ago, the great Chinese philosopher Confucius wrote: "If language is not correct, then what is said is not meant. If what is said is not meant, then what ought to be done remains undone. If this remains undone, then morals and art deteriorate. If morals and art deteriorate, justice will go astray. If justice goes astray, the people will stand about in helpless confusion. Hence, there must be no arbitrariness in what is said. That matters above everything."

What Confucius said 2,500 years ago serves as pretty accurate history of what has happened to our country in the last eight or 10 years. And it is a fair description of what's going on right now at very high levels in the American government.

There is a crisis of confidence in the United States. We have learned to live with and to accept things we don't believe. Do we believe the car company when it says it can't meet a pollution deadline? Do we believe a manufacturer who says he can't stop polluting a river? Do we believe the label on the box which reads "super giant size"? A lot of us don't believe, but we have become accustomed to not believing, and that's the heart of the crisis. The medicine is plain words, honestly spoken. We need to start meaning what we say.

Young people, in my view, are reacting to these untruths: There is a reason for the popularity of blue denim, natural foods, backpacking, and country music. I think a lot of young people are turning to simpler things because they sense that something isn't right. In one way, that is turning away from the real world. (Millionaire singers from Nashville will not, it seems to me, ease the soul; nor will well-to-do young people dressed as sharecroppers.) But these trends may be in the right direction if they will lead people to speak to each other with honesty and truthfulness.

—John Chancellor, *NBC network national affairs correspondent. Mr. Chancellor spoke at greater length on this topic at the 1973 commencement of the Sidwell Friends School, Washington, DC.*

Helping Your Child Grow Up

By DON E. HAMACHEK
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In most societies, the family provides the emotional framework within which a child's personality is rooted and nourished. It is within the context of some kind of family unit that a child feels either loved or unloved, wanted or unwanted, capable or incapable, worthy or unworthy.

It is probably safe to say that no parents who consciously choose to have children deliberately set out to make their children more unhappy than happy, more fearful than confident, more closed-minded than open-minded, or more neurotic than adjusted. Most parents, in a word, want to help their children to grow up to be as physically hale and as emotionally hearty as possible.

Although all human relationships are unique, the one existing between parent and child is an enormously meaningful one. A growing child is influenced and eventually shaped through a slow but cumulative process of witnessing and participating in the day-to-day interactions of the important people in his life. The intimacy and intensity of contact and the everyday interaction and interchange exist in an emotionally charged atmosphere. Whether a child gets no attention at all or too much, whether he is punished too often or too little, he is forming attitudes about himself.

Children are like sponges. They tend to soak up all that surrounds them. Later, through their experience, intellect, and reason, they will think through their conscious knowledge, discarding some and retaining some. As growing boys and girls, however, they will absorb their environment, which, among other things, includes the attitude of playmates, the wisdom of teachers, the gentleness and discipline of parents.

All that goes into making up the emotional substance of a child is taught: the ability and inclination to love or hate, to be trustful or suspicious, to be close or distant, to feel proud or ashamed, to share or hoard, to feel confident or inadequate, to be ambitious or lazy, and on and on.

Although many children turn out all right and make a positive go of it in their adult lives, others remain emotionally fixated at some younger age, feeling both unable and unwilling to accept the full responsibilities for mature adult living.

The question is How can we help a child grow up and mature emotionally? More specifically, How can we help a child to develop a healthy capacity to both give love and receive it, to be open to new experiences and people, to take some risks now and then, and to feel generally happy about himself and his lot in life? I would like to share with you some ideas, approaches, and techniques for achieving these goals.

EVERY CHILD NEEDS TO BE LOVED

The medieval writer Salimbene tells of an experiment conducted by Frederick II, Holy Roman emperor and king of Sicily in the thirteenth century: "He wanted to find out what kinds of speech and what manner of speech children would have when they grew up if they spoke to no one beforehand. So he bade foster mothers and nurses to suckle the children, to bathe and wash them, but in no way to prattle with them or speak to them. . . . But he labored in vain, because the children all died. For they could not live without the petting and joyful faces and loving words of their foster mothers."

Infants who receive little more than routine physical care don't, of course, inevitably die, but they are slower in reaching almost every significant developmental milestone, whether physical, social, or intellectual. In addition, they are more likely to grow up with emotional problems which inhibit their personality growth and limit their potential.

A child's foundation for emotional sturdiness is formed during infancy and reinforced during the formative years. The love and affection children receive from their parents or parent-figures play a large part in determining the path of emotional development that they may follow throughout life.

All we used to say was that a mother should hold her baby while feeding him. But now we know that smiling at and smiling back at, singing, cuddling, rocking, laughing, and sharing constitute basic ingredients of love and affection between parent and child. It is the initiation of warmth and affection on the part of parents and the young child's response to those qualities that are primary in helping him incorporate them as part of his own behavior.

Not long ago I worked with two parents who complained that their eight-year-old boy was "surly and

—A Briefing for Parents

The love and affection children receive from their parents or parent-figures play a large part in determining the path of emotional development the children may follow throughout life.

If we really want to help our children grow up in healthy ways, we must be able to communicate with them openly and honestly.

mean and had hardly any friends at all." They wanted to know what they could do to change his attitude so he wouldn't be unhappy. I asked them two questions: "When was the last time you hugged your boy?" and "When was the last time you hugged each other in front of your children?" The startled parents confessed that they couldn't remember.

A hug is just one small expression of affection and caring. The point is that if a child receives and sees too few expressions of affection as he moves through his formative years, then we can hardly be surprised if he fails to become a warm, affectionate, loving person himself.

The parents mentioned above are typical of many parents. They loved their boy (and their other two children); indeed, they loved each other. But they were seldom explicit about showing it. Like many parents, their expressions of caring were indirect. For the mother, doing such things as preparing meals and doing the ironing were expressions (she said) of her love for her children. For the father, doing such things as providing for the family and playing ball occasionally with his two boys were expressions of his love.

These are all fine because they are, in fact, indications of parental caring. But they're not enough. And the reason they're not enough is that they lack the power, the punch, and the directness of such straight-out messages as: "Dan, you're the best son a father could have" or "Debbie, you're the best daughter a father could have."

While reading this, you may be saying to yourself, "I don't say things like that or act affectionate. Does this mean that my children will be emotionally damaged?" The answer is Not necessarily, although they may experience difficulty showing warmth and affection unless they see their parents expressing these qualities. The absence of explicit love makes it difficult for growing children in two ways: (a) They may be less certain about their own "lovableness" and (b) having experienced less in the way of explicit love, they may find it hard to express tender feelings openly in their own interpersonal relationships.

WOUNDS THAT REALLY HURT A GROWING CHILD

Parents sometimes worry about the wrong things in their children. Physically, a child is much tougher than we think. We fret about accidents, wet feet, missed meals, and infections. Indeed, given the incredible array of accidents and diseases a child is exposed to, it is something of a minor miracle that any child survives to age 10. That most of them do survive is compelling evidence of a child's physical hardiness and adaptability. It is in the emotional arena that a child is vulnerable to influences that we may be scarcely aware of.

The experiences that cripple children the most (and often permanently if repeated many times) are not falls from trees or viruses or occasional deficient meals. They are, rather, the destructive emotional climate of a home: the hostilities, the inconsistencies of mood, the negative labels, and the uncertainties and anxieties about themselves which parents project upon their children, often without even being aware of it.

I remember, for example, working with a mother who was, in many ways, a fine mother in the sense of being involved and concerned about whether her two children were eating enough vegetables, getting their homework done, and so on.

Unquestionably, she cared for her children, but she was also slowly but surely (also unwittingly) undermining their sense of personal adequacy and self-confidence by giving them negative messages and ego-damaging labels. She would, for example, say things of the following sort to her children (remember, she loved them; she did not *intend* to hurt them): "Alice, now finish your carrots. You're skinny enough as it is." "John, have you finished your homework? You're not exactly the brightest one in class, you know."

In many ways, this is an illustration of a classic "anxious mother" concerned about the effects of diet and school on her children. Unfortunately, she was also doing psychic harm to them in ways that all the carrots and good grades in the world could not protect them from.

COMMUNICATION HINTS TO ENHANCE HEALTHY GROWTH

One of the curious paradoxes of modern parenthood is that parents are sometimes too nosey and too uninvolved at the same time. They pry into their children's personal affairs for the wrong reasons — not to achieve genuine intimacy, but to find out if "bad" or forbidden things are being done.

Adolescents and even younger children are quick to spot this kind of ulterior-motivated communication effort. So what happens? As soon as children correctly diagnose that this interest in their affairs has nothing to do with their genuine needs or fulfillments but is only a sly form of policing their conformity to regulations, they reveal only what they consider to be "safe" information.

If we really want to help our children to grow up in healthy ways, then we must be able to communicate with them openly and honestly at different levels and about different things. There are several approaches for doing this.

Allow the Expression of Feelings. One of the reasons good parents are good parents is because they are able to both allow and encourage children to express their deepest feelings.

It is a wise and mature person who realizes that all feelings are legitimate, whether they be positive, negative, or ambivalent. It takes wisdom to know it and maturity to accept it. Actually, emotions seem to be part of our genetic heritage.

Although we are not free to choose the emotional states we sense within us, we are free to choose how and when to express them, provided we know what they are. Here is the core of the problem. Many people, from the time they were infants, have been educated out of knowing what their feelings are. When they disliked someone, they were told that that wasn't nice. When they were afraid, they were told that there was nothing to be afraid of. When they felt pain, they were advised that it didn't hurt that much. The general message many children grow up with is "What you are feeling is not real. It's some figment of your imagination."

I once saw a four-year-old come crying home with a large bloody abrasion on his knee. Mother's immediate response was, "Now, Billy, stop crying. That doesn't hurt." Who is Billy to believe—Mother or knee?

What should replace this pretense and avoidance of feeling? Truth. Allowing feelings helps growing children know *what they feel.* It is more important for a child to know *what* he feels than *why* he feels it. When he knows more clearly what his feelings are, he is less likely to feel "all mixed-up" inside.

Not only should we allow feelings, but it's a good idea to encourage their expression. How can we do this?

Respond Reflectively. One way parents can help a growing youngster know about his feelings is to serve as a kind of psychological mirror for him. A growing youngster learns about his physical self by seeing his image in a mirror. He learns about his emotional likeness by hearing his feelings reflected by us.

We do not want a mirror to tell us, "You're too fat. You're hair is a mess. You look like a zombie." From a mirror, we want an accurate image, not an evaluative lecture on our appearance.

Just as mirrors nonjudgmentally reflect images, so, too, can parents reflect feelings. A basic principle of responding reflectively is that it neither appraises behavior as right or wrong nor assesses it as good or bad. It is simply a way of reflecting what you think a youngster is feeling at a particular moment without placing a value judgment on his feelings. Consider some examples of helpful and unhelpful parent responses:

Third-grade boy: "I hate school. They never let you do anything. Teachers are too bossy!"

Helpful parent responses: "You sure seem upset" or "Sounds like you're pretty angry at school."

Unhelpful parent responses: "Oh, come on, school can't be that bad" or "If teachers are bossy, it's because they have to be" or "You get to do as much as anyone else."

Notice that with the helpful parent responses the emphasis is on allowing the feelings and simply reflecting them in somewhat different words. This encourages the child to explore those feelings more deeply if he wants to. The unhelpful parent responses not only do not reflect—and therefore do not acknowledge—the child's feelings, but they interfere with further development and exploration of the feelings by refusing to accept them in the first place.

Avoid Labeling. Once we put labels, such as "stubborn" or "lazy," on a child, we increase the difficulty of ever getting to the *why* of what he's doing. These sharp little words have a way of digging grooves in our perceptions, so that it becomes increasingly difficult to see the possibility of other causes or motivations for a youngster's behavior. For example, if we've branded a child as being "stubborn" about getting dressed and ready for school in the morning, we may blind ourselves to the fear he has of being picked on by the school bully or

It is a wise and mature person who realizes that all feelings are legitimate, whether they be positive, negative, or ambivalent.

the anxiety he feels about having to give an oral report in class.

An overly neat, fussy little girl may be termed a "perfect little lady" by her fond parent, blind to the possibility that this may be a severely inhibited "little lady," who is very much in need of the normal childhood experiences of being a bit messy and disorderly.

Because aggressive behavior fits in with his idea of masculinity, the father who labels his son a "real boy" may be unconcerned about the fact that his boy comes home bruised and tousled after fighting every other day. He may be right. But what the father may not recognize is that his son's pugilistic engagements are due, not to high spirits and fledgling "masculinity," but to other less obvious factors. Is the boy so resentful about something that he constantly has to fight it out? Is he striving too hard to live up to his dad's ideal?

We must also understand that when we label behavior we run the heavy risk of converting our perceptions into conceptions. Once we have a conception of a youngster as being clumsy or a poor reader or whatever, then this is difficult to change.

Too often, a parent's conceptions of a child's behavior become self-fulfilling prophecies. If a child hears himself labeled as "clumsy," over a long period of time, he may actually become more clumsy, or a child who is labeled a "poor reader" may actually read more poorly, not because these children are inherently clumsy or poor at reading, but because they have incorporated these labels as part of their self-concepts.

It might be well to remember that growing children have a strong natural inclination to believe their parents. What we say to and about our children does make a difference. Labels—good or bad—are listened to, taken in, and gradually absorbed into a child's total personality system and eventually reflected in his behavior. The best advice, then, is to avoid labels.

Listen to the Language of Behavior. Communication goes on in many different ways, and not all ways are verbal. Learning to "listen" to behavior with our eyes and not just our ears can be an important source of information about an otherwise uncommunicative child. Children cannot put their feelings into words when they do not know what they feel. What happens, then, is that they unconsciously act the feelings out in behavior.

After going to bed at his usual time, seven-year-old Ronnie made six trips to the bathroom during a two-hour period, which required that he walk through the living room, where his parents were sitting. There were many explanations (going to the toilet, forgetting to brush his teeth, needing a drink of water, and so on), but his parents noted that each time he marched through the room he looked at them with a worried look on his face. His parents responded to two behavior cues: First, Ronnie seldom got up after he went to bed and here he was with six trips to the bathroom and, second, he looked concerned.

As Ronnie's father told me later, "It finally occurred to my wife and me almost at the same time. We had had a quarrel right before Ronnie's bedtime which had not been resolved when he went to bed. All his trips to the bathroom reflected his need to check out how we were doing in order to reduce his anxiety about our quarrel."

Wise parents. They "listened" with their eyes. Rather than admonish him for getting up so often, they walked him to his bedroom together and said that they hoped he would fall asleep soon. On the way out, Dad gave Mom a little peck on the cheek and said, "You know, we're going to have to turn in soon too." Ronnie slept well that night.

Sometimes the behavior clue turns up far afield from its real roots. For example, a little second-grade boy who usually got along nicely with his classmates suddenly squabbled with almost everyone one morning. This seemed surprising to the teacher. Rather than punish him, she explored his feelings and soon found that his mother and father had left him for the first time that morning to go on a trip.

Perhaps his feelings of abandonment had shifted from his parents to his classmates. But he couldn't explain, "I miss my mother and my father, and I'm even a little angry that they left," because he himself couldn't understand his feelings. A wise teacher quietly observed the behavior and probed behind it. Once she had more information about its origins, she was able to offer the boy the emotional support he needed but didn't know how to ask for.

The good way to respond to the language of behavior is to use the reflective listening we discussed earlier. The general rule is to reflect the feel-

ing that any given behavior has for you. This will help a growing child to learn that it's OK to have feelings and to talk about them as well.

Recognize Your Limitations as a Parent. When thinking about ways to help your children grow up, it might also be a good idea to cultivate an awareness of your own ability for helping them in various ways as they move up the developmental ladder. The common phrase, "a good parent," can be misleading because there is practically no such thing as a good parent for all of a child's various stages of life. Some parents feel easier with boys; and others, with girls. Some are at their best when the child is very young; others, during the elementary school years; still others, during adolescence.

It's possible, for example, for a mother to be a good parent from the time a baby is born until he begins school, while he needs her protection and loving care. However, the onset of a child's independence may alarm and upset her, and she may find herself somewhat ineffectual for a few years. On the other hand, a father may be somewhat awkward and uncomfortable with a younger child but turn into a fine all-around parent when the child is older.

These are all natural, normal ways of being. It is important, I feel, for us to understand and accept our own limitations of temperament and ability. A healthy consequence of recognizing our limitations is that we don't have to feel guilty about not being what we can't be in the first place.

If we are aware that we are not particularly congenial to a certain growth stage, it is better to give up pretending that we are. (Besides, children have an uncanny faculty for sensing emotional fraudulence.) Sensible parents will simply do the best they can and wait for those times in a child's life when they can genuinely be more helpful. This in no way means we cease being loving, caring parents. It means only that we recognize and accept our natural abilities and antipathies. Being real ourselves is one of the best ways to help a child grow up.

TEACHING RESPONSIBILITY IS IMPORTANT

Teaching responsibility is an elusive task, because being a "responsible person" is not a specific behavior but, rather, a more pervasive attitude about the value of being dependable, of assuming obligations, and of seeing things through to their completion. The question is How can we help a child grow into a responsible person?

In the first place, no child can be taught responsibility unless he sees it reflected in the behavior and attitude of his parents. I have seen, for example, a father admonish his son for doing poorly in his course in government. "This is important information to know about," he says. Yet the father never brought up civic issues in his conversations at home and seldom voted.

A sense of responsibility cannot be taught directly. It is an attitude which is absorbed and becomes a part of a child only through his identification with, and imitation of, persons who gain his love and respect. A child's most lasting learning is based on what we do, not on what we say. Thus, the problem of responsibility is always referred back to the parent, or more precisely, to the parent's values as expressed in behavior.

In the daily task of helping children grow up, are there any definite attitudes and approaches that are likely to create a healthy sense of responsibility in them? Yes, there are. At least three. Let's look at them.

A Meaningful Relationship Is Vital. In the absence of an emotionally meaningful relationship with his parents, a youngster is not likely to learn anything of positive value from them. A youngster learns from his parents because they love him and he loves them. A natural consequence of this love relationship is that a youngster wants to please his parents. That makes his parents happy which, in turn, makes him feel good. When a child knows he is loved (valued, prized, esteemed), he is psychologically prepared to learn what his parents have to teach him because it removes the necessity of having to feel defensive.

An unloved youngster's attitude about doing the dishes or mowing the lawn or keeping his room clean or whatever could well be: "They want me to do this because they're too lazy and think I'm some kind of a flunky around here." This is a defensive posture; it helps the youngster defend himself against their allegedly destructive motivations. It also interferes with the child's learning anything of positive value.

A loved youngster's attitude about doing any of the same things might well be: "I don't mind doing these things; they're not much fun, but I'm glad

To bring up children in the way they should go, we have to travel that way ourselves once in a while.

Mom and Dad think I can do them well in the first place." With nondefensive thinking, the youngster is open to all the positive learning which can grow from a reciprocal love relationship.

Expectations and Limits Are Necessary. Child development research has clearly shown that youngsters with high self-esteem and healthy attitudes toward responsibility—in terms of their feelings about being responsible and being successful at it—are most likely to come from homes where parents clearly define limits and express explicit expectations which they firmly and consistently enforce. If these sound like harsh homes, be assured that they are not. They are homes with established love relationships.

Look at it this way. Clearly defined limits not only provide children with a basis for evaluating how well or how poorly they're doing, but they also serve to define their social world in terms of what is safe and what is hazardous, what they can and cannot do. For example, if a youngster is supposed to keep his room clean and does it, he *knows* he's successful. If he's supposed to stay off the street and does it, he *knows* he did right. If he's supposed to be in by 10 o'clock and makes it, he *knows* he lived up successfully to an expectation.

In other words, the existence of limits can leave children with the feeling that a definition of their social environment *is* possible and that the world does impose restrictions and make demands that they can learn to handle in a responsible manner.

Parents who are less certain and more permissive about their standards are likely to have less responsible children because not knowing what's expected leaves these children *less to be responsible for.* Another consideration is that if a child has no limits to live up to, he is likely to be left with the feeling that everything he does is all right, which, in the long run, robs him of important practice opportunities in *being* responsible.

Expectations for a child perform still another important function. They not only represent a belief in a child's adequacy, but they also relay the message that he is responsible and able enough to do what is required of him. When set at reasonable levels, expectations represent the strongest vote of confidence possible. Feeling like a "responsible person" grows out of a sense of personal adequacy, which in turn is nurtured in experiences of successfully doing those things we weren't too sure of being able to do in the first place. If a child has someone who believes in him, "expects that he can," then taking that first step is at least a bit easier.

Give the Child Both Some Voice and Choice. Responsibility, like violin playing, is attained slowly over many long years. What we've talked about so far has to do with the general philosophy and framework within which a healthy sense of responsibility can be developed. To be a good violinist takes practice. The same is true for responsibility: It demands daily practice in exercising judgment and making choices about matters appropriate to one's age and comprehension. This can begin very early in a child's life by allowing him to have a voice, and, whenever possible, a choice in matters that affect him.

There are some matters that fall entirely within the child's arena of responsibility; here he should have a choice. There are other circumstances affecting a child's welfare that are clearly our responsibility; here he may have a voice, but not a choice.

For example, a child does not have a choice about whether or not to play in the street. ("No playing in the streets. Streets are for cars, not for playing.") A 13-year-old may not have a choice about coming in at whatever hour he pleases after a football game, but it's best to allow a little flexibility in setting times for being home. A lot of hassles are avoided that way.

Although there are clearly times when it is in children's long-term best interests for us to decide what is best for them, the overriding principle for teaching a healthy sense of responsibility is to allow children to make as many choices for themselves as possible. For example, even a three-year-old can be given a choice between using her blue toothbrush or her yellow one. A five-year-old can choose between whether he wants hot or cold cereal for breakfast. A 16-year-old is expected to maintain the lawn in good condition, but he is responsible for deciding when to work on it.

It is wise to present youngsters with as many opportunities as possible for them to make choices. Take clothes as an example. Here it is *our* responsibility to decide what youngsters need and how much to spend. A mother decides that her daughter needs some new dresses and shoes and selects a wide

range of samples to choose from, all acceptable to the mother in terms of price and style. But the daughter can be responsible for making the final selections. Thus even a five-year-old can choose from among a variety of alternatives we have selected.

If a child has no practice in making these basic decisions while he is growing up, it becomes increasingly difficult for him to make independent choices about more complex issues when he matures. ("What will I do with my life? What should I major in? Should I marry Robin or Marion?")

It is particularly crucial that older children be allowed considerable leeway in choosing clothes that are consistent with the current standards of their peers. That we may not like those standards is not important. What is important is that *they* do, and we have a responsibility for accepting those standards—within limits—even though they may be different from our own.

Allowing youngsters to make choices and then to be responsible *for the consequences of those choices* is an excellent way for helping them trust and have confidence in their own judgment.

SEX STEREOTYPES CAN INHIBIT HEALTHY GROWTH

A worried father approached me after a group meeting with parents and said, with obvious concern in his voice, "You know, my daughter wants to major in business administration in college, and I'd like your advice about how to get her to see that's not a good idea." I asked him why he thought it was such a bad idea and he replied, "Well, business is a dog-eat-dog experience and no place for a woman. I think women should have equal rights and all that, but there are things women shouldn't be doing."

Another incident I recall involved the mother of a 22-year-old young man who was concerned about her son's future because, as she put it, "He is studying to be a nurse." I asked her why she was concerned about that. Her reply: "Well, it just doesn't seem right for a man to do that sort of work."

Stereotypes about what is "manly or unmanly," "womanly or unwomanly" are changing. From a mental health point of view these changes are for the best because the net effect will be to allow both men and women a wider range of options for choosing personally satisfying jobs and careers.

There is really no good reason why a young woman cannot be happy and successful in business administration or law or accounting or whatever else we have traditionally associated with being "man's work." Nor, for that matter, is there any good reason why a young man should not be able to find his occupational niche in nursing or home economics or whatever else we have thought of traditionally as being "woman's work."

As parents, we must mature beyond the outmoded idea that there are only certain things that a boy or girl can grow up to be. The father concerned about his daughter's going into business administration was unconsciously worried she would lose her femininity and develop tough, "masculine" characteristics. He was, as he put it, fearful that "I'm going to lose a daughter and end up with someone like a son." He was the victim of a major error commonly made in emotional logic when one thinks in terms of sex stereotypes. A woman is no less a woman if she happens to be in business administration. On the other hand, she is no more of a woman if she happens to be a secretary or an elementary school teacher. A man is no less a man because he happens to be a nurse. At the same time, he is not more a man because he happens to be an electronics engineer or a professional football player.

Because they place artificial boundaries around what is considered appropriate for girls and boys to do and feel, sex stereotypes interfere with healthy growth and development. If we think, for example, that our primary job as parents involves teaching growing boys to be strong, tough, aggressive, and independent, while, at the same time, teaching girls to be soft, gentle, passive, and dependent, then we run the serious risk of unbalancing a youngster's emotional growth. More than that, we leave a child only half prepared to become a healthy adult.

Unfortunately, too many boys grow into adult males without really having much of a chance to experience their gentle, tender feelings. Indeed, it is trained out of many of them at an early age. "Billy, now stop that! Boys don't cry." (Which is only a short step away from: "Boys don't become nurses.")

And many girls learn at a young age that it is wrong for them to do anything aggressive or assertive. "That's naughty, Kathy. You know little girls shouldn't fight." (Which is not far from: "Girls

shouldn't go into business administration.")

We need a new sex stereotype—one that says it is all right for boys and girls to have all kinds of feelings and to consider any kind of occupation for their life's work. Boys will not become less masculine. Neither will girls turn less feminine. Both will, however, feel more real as they are free to explore the full range of their potential abilities and emotional resources.

WHAT CAN WE DO TO HELP OUR CHILDREN GROW UP?

Youth themselves have ideas about this. As part of a class assignment, a class of teenage students worked together on developing advice they would like to give to their parents. Consider it carefully; young people have a way of calling things as they see them.

1. Keep cool. Don't lose your temper in the crunch. Keep the lid on when things go wrong. Kids need the reassurance that comes from controlled and rational responses.

2. Don't get strung out from too much booze or too many pills. When we see our parents reaching for those crutches, we get the idea that nobody goes out there alone, that it's perfectly OK to reach for a bottle or a capsule when things get heavy. Remember, we are great imitators. And we cannot easily respect parents who tell us to behave one way while they are behaving another way.

3. Bug us a little. Be strict and consistent in dishing out discipline. It gives us a feeling of security to know that you are strong enough to say "no" and mean it. It also helps us to know that when you say "yes," you mean that, too.

4. Light a candle. Show us the way. Tell us God is not dead or sleeping or on vacation. If you don't believe in God, then tell us what you do believe in. We need to believe in something bigger and stronger than ourselves.

5. Scare the hell out of us. If you catch us lying, stealing, or being cruel to man or beast, get tough. Let us know *why* what we did was wrong. Impress on us the importance of not repeating such behavior. When we need punishment, dish it out. But let us know you still love us, even though we have let you down. It'll make us think twice before we make the same move again.

6. Call our bluff. Make it clear that you mean what you say. Don't be wishy-washy. Don't compromise. And don't be intimidated by our threats to drop out of school or leave home. Stand firm. If you collapse, we will know we beat you down, and we will not be happy about the "victory." We need your love, but we need your strength, too. Kids don't want everything they ask for.

7. Be honest with us. Tell the truth no matter what. We can smell uncertainty and hedging a mile away.

8. Be generous with praise. If you give us kids a few compliments once in a while, we will be able to accept criticism more readily.

9. Don't try to be perfect. We know you're human, and one of the ways we can learn about our own humanness is for you to admit yours. If you goof now and then with us or in your work, admit it. This makes you more real as a person. It also helps us learn that mistakes are lessons to learn from, not errors to be ashamed of.

A FINAL WORD

Growing up also means growing away. A wise parent recognizes that a youngster must first of all fall out of love with his parents before he can fall in love with another person and begin a new family—new life cycle. Gibran phrased the principle here beautifully in *The Prophet:*

> Your children are not your children.
> They are the sons and daughters of Life's longing for itself. They come through you but not from you,
> And though they are with you, yet they belong not to you.
> You may give them your love but not your thoughts,
> For they have their own thoughts . . .
> You may strive to be like them, but seek not to make them like you.
> For life goes not backward nor tarries with yesterday.

The wisest parents ask only that a child grow into a decent human being, actualized in his own way. When this goal is reached, then a child will love and respect his parents because it is a natural outgrowth of genuine feeling and not because he is "indebted" to them.

There are many ways for helping a child to grow up. If we remember nothing else, let us keep in mind that to bring up a child in the way he should go, we have to travel that way ourselves once in a while. □

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By GEORGE BUSH
Chairman, Republican National Committee.

All civilizations place a high importance on the role of teachers. They are the ones who have studied their civilization and the values of their society. With this reservoir of knowledge and with a license from society, they have the privilege of transmitting these values and this specific knowledge to our young people. The license to teach implies the sanction of society, not only to transmit general and special knowledge, but also to personify the values that we as a society cherish.

One of these values is participation in political activity. As citizens, we participate in the making of laws and we are subject to them. We select our leaders and give to them a certain mandate with the authority to carry out this mandate. This delegation of power is limited, and it is subject to review.

Political parties have emerged in our society as the means whereby our citizens unite to express their views and support candidates for political office. While the American system of parties has some weaknesses, it has nonetheless served us well for almost two centuries.

In these processes, teachers have an unusual opportunity to serve as citizens. They have benefited from higher education and are thus aware of the philosophical bases of a democratic society. As teachers, they have a special opportunity to set the example and to demonstrate active participation in the political processes of a free society.

I believe that active participation by teachers in our political parties is very important. Here again, teachers, as products of higher education, can transmit to our political system the values of Western civilization.

Leaving party participation to a few and participating only in the general elections has become a recent weakness of our system. We need more activity in political parties for the following reasons:

1. The parties set forth the philosophy and the attitudes on the issues. This should be our starting point in a campaign. What are the principles? How do we feel? Who are the best candidates from all viewpoints? Who should the party nominate for a given office?

In the past few decades, with the growth of our urban centers and resulting depersonalization, we have seen less and less participation in party politics by our citizens. And recently, in both major parties, we have seen the abuses that this can cause. Teachers, with their special commitment, should help to reverse this trend by assuming a more active role in party affairs.

2. By being more active in party activity, teachers would inspire their students to become more interested in party affairs. We need more political activity among our elementary and high school students. This is the time when our future voters should be inspired to study party philosophies and procedures. Such an activity started at a young age will naturally continue when they become adults able to vote.

I would urge that the commitment to party activity be open and candid. This would mean, in contemporary American politics, teachers would normally be Democrats or Republicans. In my opinion, they should be active, and consequently known as party members.

I have no fear about the overwhelming majority of our teachers using their special influential role with students to influence them in one way or another in regard to party affiliation.

As we approach the 200th anniversary of the founding of the Republic, we face several crises of belief. One of them is in our institutions. There is a danger that our future citizens will continue to ignore party politics in increasing numbers. This is not the way to respond to the disappointments that some may feel about our political parties. But rather there should be greater activity—a more profound commitment toward renewing our political institutions. One of the ways for us to do this is to start with our young people and, as I pointed out, teachers have such a special role to play here.

I see another role for teachers, and that is to project their effectiveness into the political community. We have recently seen the danger of placing too much emphasis on technique rather than principles. By being active in political parties, teachers can serve as the protectors of traditions.

When party strategy is being discussed about winning a certain election, teachers would be especially qualified to comment on the relationship between the strategy being contemplated and the principles of the party—to comment on the techniques being advocated and how ethical they are.

Society has given teachers a special role. They teach our young and prepare them for adult living. I respect this role and realize how important it is in our society. I call upon our teachers to accept additional responsibility by projecting their teaching role into our political parties. Our society will be the beneficiary. □

The Big Red Schoolhouse

By ALBERT H. YEE
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In December 1972, I visited schools in the People's Republic of China. Since I had been a university student in Canton in 1947-48, a year before the founding of the Republic, I was somewhat familiar with China before the Communist revolution. The contrast between mass education then and now (or, for that matter, all other aspects of Chinese society) can be characterized as the difference between despair and fulfillment.

Since 1949, education has been China's chief instrument for class revolution. Improving the status of soldiers, workers, and peasants has a top priority.

China's educational efforts appear to be the world's most revolutionary in terms of both objectives and achievement in recent time. It has been estimated that in 1949, the 450 million Chinese over seven years of age averaged less than two years of education. By 1959, elementary education was nearly universal, and junior high schooling became almost universal in cities and nearby rural areas. From 1959 to 1966, national school enrollment grew to about 100 million, and by 1966, persons over seven averaged four years of education.

Maoist doctrine holds that knowledge and learning become meaningful only when they are related to and stem from experience, i.e., practical use and production. Thus schooling is directed toward what is presently regarded as feasible and useful.

To those who view China as centrally controlled, the operation of her school system is surprisingly decentralized. Local school systems manage themselves with broad policy coming from Peking and other administrative levels.

Local control of what happens every day seems greater in Chinese schools than in American ones. The Chinese seem much freer of legislated requirements, such as in accounting formulas. They are also more independent in text development, facilities, and activities at the local level. This difference is partly one of greater formalization, facilities, and bureaucracy in the United States. But it seems to me more basically a question of social philosophy and working relations. In China, the basic orientation of the society stresses grass-roots involvement and pulling together in groups, while the West stresses individual achievement and reward through group facilitation and competition. China's educational policy is consistent with the general emphasis upon self-reliance and service and gives the people an obviously strong sense of participation in their schools.

School people gave the impression that the school and neighborhood were responsible and in complete charge. However, schools at the same age level in various geographic locations seemed more similar than different, thus suggesting the strong influence of national policy and broad dictates of higher administrative levels despite decentralized local control. We see this phenomenon in the United States too, even though American schools are primarily controlled at the local level.

The Great Proletarian Cultural Revolution of 1966-69 was in part an effort to reform the educational system. Schools and universities were closed during that time. The Red Guard, comprised mainly of older teenagers, carried out Mao's directive to overthrow old ideology, thoughts, habits, and customs.

My hosts explained the Cultural Revolution to me as a conflict between the policies of Mao Tse-tung and Soviet-trained Liu Shao-ch'i, who had replaced the retiring Mao as China's chief of state in 1959. Liu contrasted with Mao's charismatic style of leadership; populist-agrarian orientation; and faith in the self-reliance, voluntarism, and basic goodness of the peasants. Akin to efficiency and systems leaders in the West, Liu's policy was to build from the top down; maximize party unity and discipline; centralize bureaucratic planning and management; and favor urban-centered, intellectual, and technological elitism.

Thus, Mao and the Red Guards could charge Liu and his followers with being "revisionists," i.e., reverting to feudal rule by a select, educated class who were out of touch with the people and their problems. No set of issues better showed the contrast between the two lines than education. The turmoil and trauma of the Cultural Revolution appear to have ended with Mao's policies in command.

Schools appear to be operating

fully now, but the universities are still "transforming" their programs. University enrollments are less than half their pre-Cultural Revolution level, and the student-teacher ratio is less than 2 to 1.

The school year is eight-and-a-half months of studies with one-month vacation in summer, another in winter, and one-and-a-half months' work in factories or communes. Schools operate every day except Sunday.

Kindergartens enroll around 300 pupils each, about 30 in a class; primary schools have around 1,100 pupils with 40 in a class; and middle schools contain about 2,000 students, 50 per class. Lessons last 45 minutes in primary schools and 50 in middle schools. Girls and boys appear to be treated equally. The majority of educators in the lower grades are females; the majority in the higher grades are males.

Since the Cultural Revolution, primary education has been reduced from six to five years. Junior and senior middle school programs now take two years each instead of three, thus reducing pre-university education from 12 to nine years.

Of those who finish primary education, 40 percent go on to junior middle school, of which 40 percent graduate to senior middle school. Leaving school, Chinese youth need not worry about employment, though the work they enter will be determined less by individual preference than by agricultural and industrial needs.

Higher education is gained only after a person has completed a minimum of two years as a worker, peasant, or soldier; receives successful recommendation from peers and administrative levels; and is accepted by a university after interview screening for space allotted by region. (Very recent visitors to China report that written examinations now are being used again for entrance screening. But questions will have a more utilitarian emphasis than formerly, and the written examinations will be only one of several types of tests.) Higher education has been reduced to three years, and many short college programs have been developed.

The Chinese frankly say that the new educational system is experimental and that further changes should be expected.

During my 16-day trip through Peking, Shanghai, and Canton, I visited one children's palace, two kindergartens, two primary schools, two middle schools, and four universities.

All visits involved a briefing by members of the school's Revolutionary Committee, which is an administrative unit of elected teachers, Communist Party members, and People's Liberation Army members. In middle schools and universities, students also serve on the Committees. Each Revolutionary Committee is directed by an elected Responsible Person.

After the briefing, I visited classrooms and school "factories" to meet teachers and students and observe their work. This was followed by a festival of singing and dancing. The last step was an open exchange of questions and views in the briefing room.

Interaction during all visits was open and cordial. My being Chinese helped to establish rapport, and the people always referred to that, e.g., calling me a "relative" and asking if prejudice persisted toward Chinese in America.

Shanghai has 10 children's palaces to provide after-school activities for youngsters and to train youth cadre, and Peking has eight. I visited the one in the Yangpo District of Shanghai, which was started in 1959 and is about to be expanded to better serve the 160,000 pupils in the 150 primary schools within its jurisdiction.

Surrounded by a high wall, the palace consists of a four-story building, another with three stories, an elongated auditorium with about 250 seats and storage sheds, all surrounding a courtyard about 50 yards square. The palace proper had been the residence of a wealthy dignitary.

Children may use the facilities one or two days per term when their school's turn comes up. About 100 children come for a three- to six-month period to serve as student cadre, learning to lead activities and becoming fairly competent in the skills they guide. Besides the Responsible Leader, there are 30 other adult staff members. Many community volunteer workers, such as soldiers, retired teachers, and housewives, also help supervise.

Hundreds of absorbed youngsters worked busily in the many well-supplied workshops on diverse hobbies and skills—Morse code, drawing, magic tricks, Peking opera, Western and Chinese musical instruments, and so on. Most interesting to me were: 20 small children sitting in a circle practicing acupuncture with many needles in their ankles and wrists; a group of 20 youngsters playing accordions with much vigor and competence; girls and boys shooting rifles (pellet type) at balloons suspended about 40 feet high; and a series of revolutionary and classical dances.

As in each of the schools visited, the children were self-disciplined and engrossed in their activities. Adults and youth were at ease and straightforward with each other.

I was told that misbehavior rarely occurs. Such conforming behavior was familiar in Old China, and I credit it to the traditional family and social life of the Chinese. It appears that Chinese educational leaders are trying to reinforce traditional processes of family socialization with new in-

Much stress is given the concepts of "unification, fraternalism, and productive labor," so that "love of Chairman Mao, the Chinese Communist Party, and the great socialistic motherland" results.

stitutions, such as the palace, and extend the people's loyalties and work patterns to the larger community and nation state.

I visited a boarding kindergarten in Peking and a day school-related one in Shanghai. Their programs seemed similar with instruction in the 3-R's, drawing, painting, crafts, singing, dancing, and physical culture. The facilities were well-equipped.

Urban parents send their children to a boarding, school-related or factory-related kindergarten from age three until seven, when pupils begin day primary schooling. The factory-related kindergarten provides convenience of location to working parents.

The boarding kindergarten that I visited obviously derived strong state support and was larger and more colorful than the day kindergarten. Its facilities were spacious and attractive enough to compare well with most Western primary schools.

The school was built in 1954 and serves 300 youngsters divided into nine age groups. It has 56 teachers and helpers and one doctor and a nurse.

Parents contribute only a trifling fee and the children's colorful clothing and bedding. With state support, the school provides everything else, including food and complete health care.

Teachers admitted that some of the younger pupils have a hard time adjusting at first, but they soon respond to the warmth and care of the other children and staff. Children anticipate Sundays and holidays with eagerness, since parents take them home then.

The younger pupils have one daily lesson of about 20 minutes, and the older ones take two lessons daily, each from 30 to 45 minutes. With the aid of a felt board or easel for pictures, the teacher would pose and explain questions to a group of 30 attentive pupils seated in rows or in a circle. When called upon, one or several children would rise promptly to respond loudly and clearly to a question, self-confidently match the right number of birds to numerals on the felt board, boldly recount examples of good collective and revolutionary behavior, or perform amazingly agile calisthenics and gymnastics.

The teachers knew of Montessori, Froebel, Dewey, Pestalozzi, and other leaders in education and said they incorporated all good ideas they could find. Their professional commitment and knowledge seemed refreshingly purposeful and unambiguous. The Cultural Revolution caused them to criticize their program and work, and they asked me for criticism as did all the groups I met.

They explained that schools in China attempt to train children in an "all-around way—physically, intellectually, and morally." The kindergartners learn about the oppression of the people before the 1949 "liberation" and about revolutionary traditions and heroism. Much stress is given the concepts of "unification, fraternalism, and productive labor," so that "love of Chairman Mao, the Chinese Communist Party, and the great socialistic motherland" results.

Leaving the two kindergartens was especially touching, as the youngsters rushed to take my hands and chanted, "Farewell, Uncle. Return someday." Seeing that crowd of bright and healthy faces, I thought how far the Chinese had come since 1948 in caring for the very young, and in that relative comparison, the kindergartens must be rated miraculous indeed.

I visited one primary (elementary) school in Peking and another in Shanghai. They seemed similar in most matters.

With 1,150 pupils and 52 teachers working six days weekly, classes in the Shanghai school averaged about 40 pupils each. The school serves a neighborhood of 20 streets with 1,300 families.

The Peking teachers taught an average of 18 class hours a week and their Shanghai counterparts, about 28. The latter and I both expressed surprise at the lighter teaching load of the Peking teachers, who used the out-of-class time for planning lessons and redesigning curriculum.

Primary pupils study Chinese, mathematics, English, history, geography, nature, singing, physical culture, and drawing. They also learn the rudiments of agriculture, industrial skills, and military drill.

Born since "liberation," the children learn what it means to "serve the people and to be self-sacrificing" by firsthand information about the "bitter days" from elderly speakers. To understand rural life and the value of manual labor, fifth and sixth graders spend 15 days in a peasant village and work 10 days in factories.

The most interesting primary lesson I saw presented the concept of percentage to sixth graders through an example of class analy-

AN INTERVIEW WITH DENNIS GABOR

Toward a More Mature Society

Red scarves and badges signify membership in Mao's young Red Guards.

sis. In Old China, three classes of peasants existed—poor, middle, and rich, with 70 percent, 20 percent, and 10 percent of the population respectively. But the rich owned a disproportionate 75 percent of the land. Students stepped energetically to the board to complete calculations of percentages. The lesson demonstrated the belief that all education is political and that learning cannot proceed without application to community needs and social improvement.

The lower grades spend 45 minutes a week in industrial work; the upper grades, an hour and a half. Open land around the school is cultivated, and the pupils and teachers go into the countryside to help the peasants harvest rice, spread insecticide, and perform other tasks.

Working diligently, the children seemed to enjoy their factory labor, although most activities appeared tedious and devoid of cognitive learning. Chinese educators, however, justify such endeavors on bases other than content learning, i.e., production and respect for manual labor.

Looking healthy and smiling easily, the primary children wore bright red scarves to signify membership in Mao's young Red Guards. About 70 percent (700) of the pupils wore the scarves they win and keep through model behavior. The school's student body is considered a brigade unit and is divided into teams (one for each grade) and group (homeroom).

Each unit has elected leaders. A committee of brigade leaders represents the students and obtains help from the school's Communist Youth League.

Girls and boys look one straight in the eye with cherubic innocence and readiness to learn. With no rival for the children's interests, the school receives cohesive support from family and community. In their controlled society, life and government affairs to the Chinese children no doubt appear more stable and contradiction-free than to American youngsters.

Secondary schooling in Old China carried prestige similar to that of traditional secondary education in pre-World War II Europe. The schools' intensive classical programs were restricted to well-educated young men, usually from wealthy families. Elite bred elite in a society of contrasting worlds.

Today, Chinese middle schools provide general education through the first two years for males and females in common. The second two years offer advanced studies and specialized training. No longer does the middle school engender an intellectual elite and provide a predominantly classical curriculum. Rather, it attempts to serve an enlarged social role that contrasts strongly with the past.

I visited one middle school in Peking and one in Shanghai and will give a composite report, since they were quite similar.

Each had about 2,000 students, 90 teachers, and 47 staff assistants. Each teacher gave 12 to 18 lessons per week, and classes averaged 50 students grouped heterogeneously. Subjects taught were politics, Chinese, international history, geography, elementary agriculture, physical culture, mu-

sic, biology, and health.

As in lower schools, instruction stressed the practical applications of knowledge and comprehensive development of the learner's identity with the people and the attitude to serve others through more than words alone. Each lesson that I observed, therefore, whether chemistry or music, was said to relate to a practical problem that might be solved through knowledge and action.

The secondary students learn through a process of "thinking about, analyzing, and criticizing" the issues they confront. Class discussion is said to be fostered, but the main teaching method I observed was "elicitation" or lecture-recitation.

When I informed my hosts of the individualized approach in American schools, they expressed amazement about modular scheduling, computerized facilities, and the like. They admitted that their programs were developmental and still undergoing "transformation" begun during the Cultural Revolution. They also admitted a bit of lag in teachers' readiness to adjust. The Responsible Persons said their teachers might profit from greater knowledge about methods in other countries.

A trigonometry lesson in the Peking middle school impressed me very much, for, ironically, it illustrates the methods of inquiry and problem solving that U.S. educators extol, concurrent with Chinese group criticism and comradeship.

The teacher presented a fairly advanced problem of how the students might figure out several unknown distances as simply as possible given some known angles and distances. He asked a student to suggest a solution, and the young man answered at length.

The teacher asked the class what they thought of the answer. Several said the answer was too complicated and a simpler solution could be found. The teacher then asked students to take a few minutes to work in groups to develop alternative solutions. Groups of four or five eagerly attacked the problem.

After about 10 minutes, the teacher called the class together and asked the groups to respond. A girl rose and gave her group's answer, but another student and then another offered other solutions. When the class faced an impasse with several favorite approaches, the teacher summarized the various solutions and critically analyzed each mainly on the basis of efficiency and conciseness.

Personal face, which was a crucial matter in Old China relationships, was not a factor in the lesson. The basic criterion for student effectiveness was successful solution of the problem by the group, with each person being given the chance to participate.

In the United States, individual learners would no doubt have to go beyond group discussion to indicate their own proficiency on a test. Though individualized testing is not practiced there as here, I have no doubt that teachers and students know fairly well which class members are superior, average, and inferior in any subject. I have no idea how many teachers use the inquiry approach and if politics and other subjects might be taught in that manner; the trig lesson was unique among my observations.

Learning about China, a vast world power closed to us so long, is fascinating in itself; however, it also provides unique opportunity to reexamine school and society in the United States and elsewhere. The reflective value is there if we (and the Chinese) make use of the opening to go beyond tourism and nationalism to really learn from each other. □

The NEA has long been aware of the need to include more information about Asia and its culture in the U.S. school curriculum.

Accordingly, several NEA officials took part last summer in an invitational trip to the People's Republic of China "to gain a better understanding of China's social, political, and educational systems in order to improve the teaching of international and Asian studies in American schools."

Among others, the group included Donald E. Morrison, NEA past president; James A. Harris, NEA vice-president; David Almada, chairman of NEA's Chicano Caucus; Marjorie Carter, elementary school teacher, president, Syracuse (New York) Teachers Association; Paul A. Tanaka, chairman, NEA's Asian American Task Force and Asian Caucus; and Irma Kramer, NEA special assistant for governance. The October issue of the *NEA Reporter* carried an account of their trip.

The publication of Dr. Yee's article in *Today's Education* is another indication of NEA's interest in Asian education and culture. The article has been adapted from "Schools and Progress in the People's Republic of China" by Dean Yee in the July 1973 issue of *Educational Researcher.*

AN INTERVIEW WITH DENNIS GABOR

Toward a More Mature Society

By JUNE GRANT SHANE
Professor of Education, and
HAROLD G. SHANE
University Professor of Education, Indiana University, Bloomington.

If humankind's most important asset, youth, can rise to the really great challenge of our times, we "may be able to step on a higher plateau without, as usual, first falling into an abyss." This is the statement with which one of the world's most distinguished scientists, Dennis Gabor of the Imperial College of Science and Technology, University of London, concludes his speculations regarding the future of our species, in his most recent book.

In 1971, Dr. Gabor received the Nobel Prize in applied physics for his invention of holography. In addition to his many scientific papers, Dr. Gabor has also written for the general public. His books include: Inventing the Future *(1964);* Innovations: Scientific, Technological, and Social *(1970); and* The Mature Society *(1972).*

We interviewed Dr. Gabor in Stamford, Connecticut, where he was serving as a consultant to the Columbia Broadcasting System.

Q. Before we begin to discuss the view of the future as expressed in your recent book, *The Mature Society*, would you define in layman's terms what is meant by holography?

A. Well, it is the process of using or making a hologram, a three-dimensional picture that is made on photographic film or plate without the use of a camera. A split coherent beam of light produces a pattern of interference on the film or plate.

I first started working on this in 1948. At that time, I could only produce very small holograms. Now pictures are taken with laser beams, and the process is rather a simple one because lenses are not needed.

Q. What are some present applications of holography?

A. Right now it is being used in some impressive advertisements. For instance, a little while ago, Cartier's, the jewelers, featured a hologram of a mannequin's hand with a sparkling diamond necklace—both suspended in midair.

That sort of thing is play, of course. But holography also has many engineering and scientific applications. For example, sequential holograms of a motor car tire, made on the same plate, will show any small deformation down to ten-thousandths of an inch.

In the future, there will be an application far more important than this: the application of holography to sound instead of light. This will be ultrasound—that is, sound of a very high frequency —several million oscillations per second. Sound can penetrate the human body to a considerable depth. It could, therefore, serve as a sort of sonic X ray, but would be far less dangerous than X rays because it could not damage the body in any way.

Ultrasound differentiates between soft and hard tissue, so that the beginning of a tumor could be identified. A desirable application of this could be the detection of breast cancer at a very early stage. It has been estimated that as many as 30,000 lives could be saved each year in America through early diagnosis of breast cancer.

Q. Are there other ways in which holography may affect our lives?

A. Hmmm. Let me suggest a pleasant application. One could put a hologram which looks like a picture window on the wall of any apartment. Through this, you could look at a scene extending to the horizon. For instance, everyone in overcrowded Tokyo who wished to could see an image of Fujiyama.

There are also some interesting educational applications which we can discuss a little later.

Q. What do you think about education in America today?

A. American educators face a tremendous problem. Up to now, the dynamic "state of the union" was kept more or less in equilibrium because of a constant growth in material comfort. The life aim of many Americans was obtaining bigger and bigger cars and more powerboats and things like that. And every one of them overusing energy!

Whether people like it or not, now they must retreat from this kind of living that despoils the biosphere. And educators have the problem of helping to change contemporary *material* values and helping people to achieve a real step forward in *cultural* standards.

Q. What you have just said is reminiscent of something you wrote in *Inventing the Future:* "Till now man has been up against Nature; from now on he will be up against his own nature." In this book, you say, "The age-old enemy, poverty, is defeated in one-quarter of the world; almost all the ailments which

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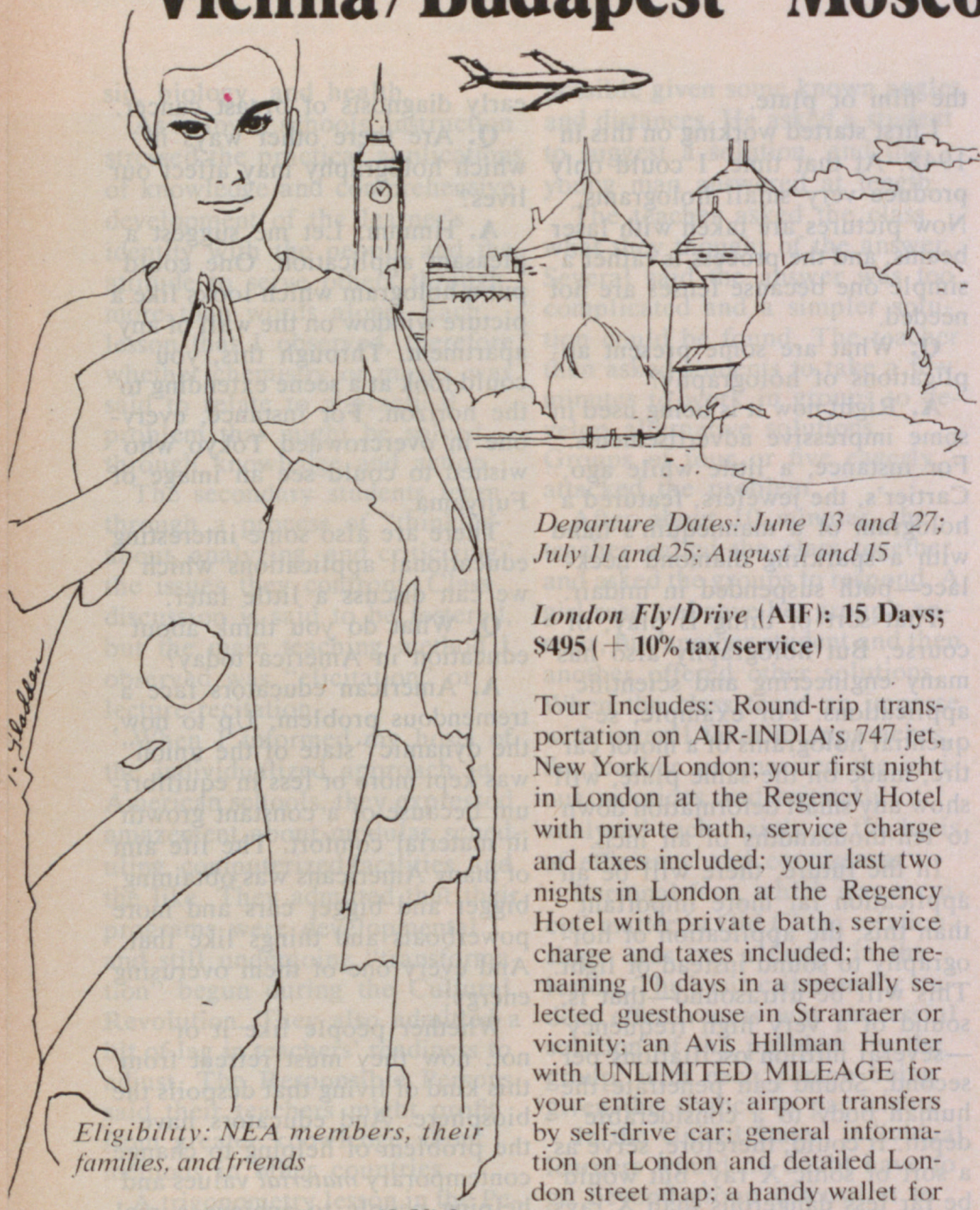

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Present . . . Europe 1974

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used to kill one-half of the people in childhood are eliminated: There is no enemy left but man."

How did we get into the dismal fix of not being able to look forward with pride?

A. Success has caused this fix. Here is the problem. A rich array of inventions has satisfied all our primary requirements. As for higher aspirations, I must admit that there seems to be only a small minority who value them highly. The problem of education then becomes: How can we begin to persuade humanity to enjoy higher things than, say, the childish pleasures of driving about in high-powered cars?

Q. You have written about a crisis caused by fruitlessly seeking to find satisfaction in things. As we understand it, you see a transition from the present, dynamic "growth" or "consumer" society to a simpler way of life. Will some people accept these changes more easily than others?

A. People who have been through a period of hardship, for example, those who still remember the great slump of the thirties, will probably bear up more readily than young people who have never had such an experience.

Our need to face reality has become much more acute since the fuel crisis has burst upon us. Perhaps it is just as well that the oil cutoff has come now while we still have some options.

This will certainly put us to a severe test. Let us admit that we in the industrial countries are spoiled people. We rarely experience hunger or cold. We have taken our tremendous progress for granted. Now, as the fuel crisis suggests, we can no longer look forward to growth but to self-imposed or government-imposed restrictions. People who have been poorly educated in civil ethics will probably start an undignified scramble for what is left.

Q. A little earlier, you said that we got into our present fix through scientific and technological successes. In your book, *The Mature Society*, you say, "The conquest of nature by rational man, who has created science, has brought us face to face with the basic irrationality of man." What is "irrational" man?

A. Irrational man craves security and will fight for it, but as soon as he has won this security, he despises it.

In the front lines, a soldier wants only to live. A little farther away, he becomes hungry. Still farther from danger, he feels the stirring of sex, and finally, in full security, he becomes fed up with it all and wants to fight something. Such is the behavior cycle of irrational man.

Q. This dialogue brings to mind another of your statements in which you indicated that man can be wonderful in adversity but that he is likely to become a poor, aimless creature in security and affluence. Would you elaborate on this?

A. Well, in my book, I discuss a simple psychology that you can easily check from your own experience. One aspect you have just mentioned: Man can be wonderful in adversity, but he is weak when he experiences comfort, affluence, and security. The second is: Man does not appreciate what he gets without an effort. Let me explain what I mean about man's being wonderful in adversity. Our great creative epochs, such as Periclean Greece, Italy during the Renaissance, and Elizabethan England, were also epochs of tension and danger.

I would also like to point to a dramatic recent example. Three of my friends—Hungarian writers—were forced to spend the years between 1949 and 1953 in the prisons and concentration camps of Rakosi's Hungary. Even though they were semistarved, they say they never felt physically better or more mentally alert than in those years of confinement. All returned from their confinement as balanced individuals.

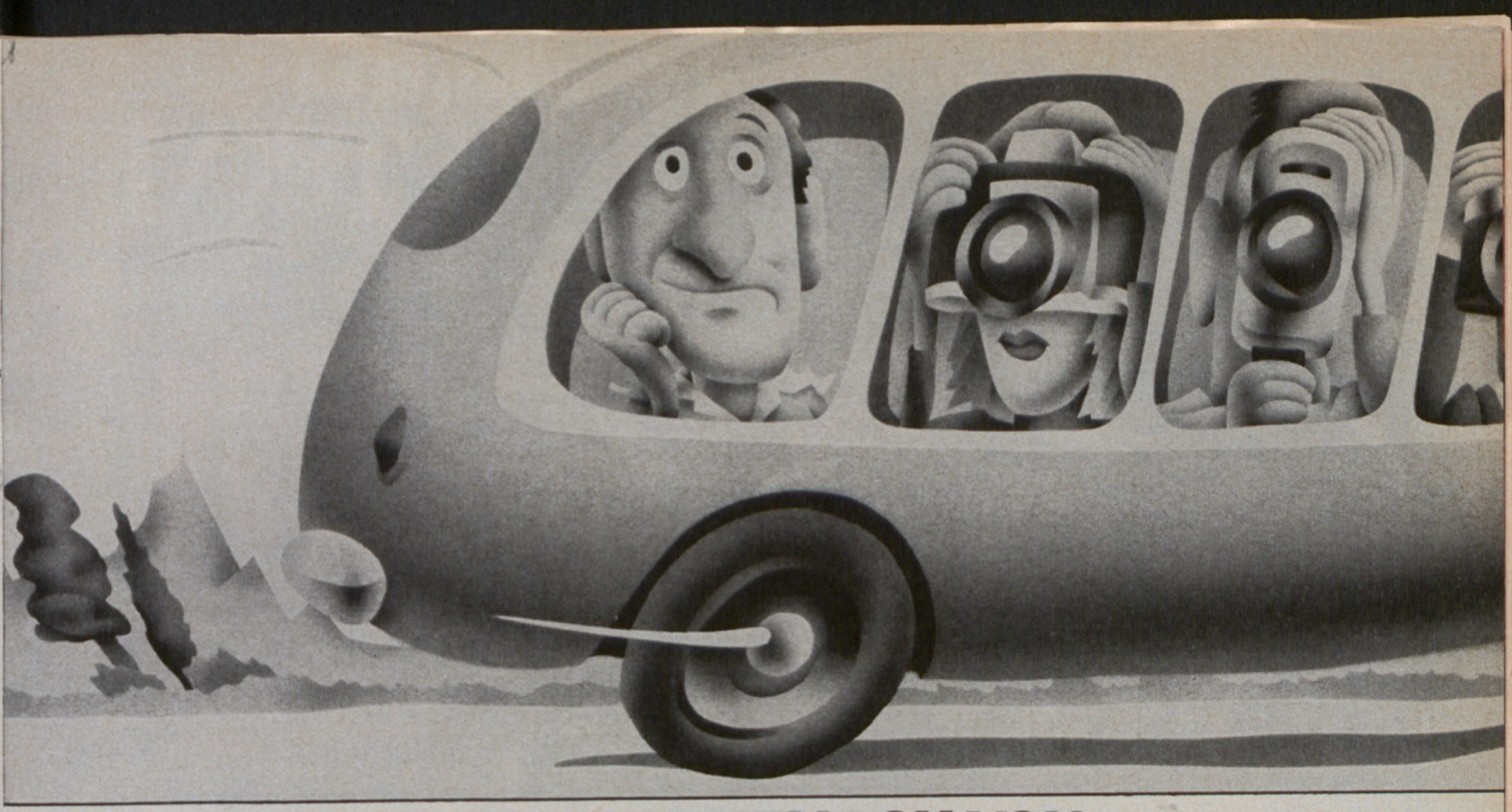
They formed a sort of informal academy among themselves in the camp, and after a hard day's work, they had discussions or listened to one another's lectures in total darkness. These sessions provided nourishment for their hungry minds.

Conversely, man does not appreciate what he gets without making an effort. Our whole society seems to be moving in the direction of giving more and more to people without any effort on their part.

We should not be surprised that schoolchildren and university students want to put less effort into learning and want their representatives to sit on examining boards. "Why should school be so hard," they ask, "when life has become so easy?"

Q. Is this reflected in what you call the symptoms of malaise in Western civilization?

A. In *The Mature Society,* I mention four symptoms of the malaise of civilization which are very conspicuous in the most advanced



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Can we create a society worthy of being loved, and can we help men and women learn to love life when it is secure?

free Western countries: the revolt of university youth, workers' voluntary absenteeism, drug addiction, and increasing crime.

The first two contain an element of hope. The revolt of university youth is fed by idealism. At present, its manifestations are mostly negative; its strongest feature has been villain hunting. But the enthusiasm of the students which often goes to the point of self-sacrifice is a valuable social force that must be enlisted for much needed reform.

The silent protest which manifests itself in voluntary absenteeism seems to show that there may be less resistance than one might have expected to slowing down the growth-obsession economy of the consumer society. Here, too, is an element of hope.

As well as hope, these two groups also have a disturbing element in common. They both offer fertile soil for troublemakers—for small minorities who can create disturbances in society disproportionate to their numbers—whose stated goals are often only excuses for the satisfaction which they find in power, harassment, or in the act of rebellion itself.

Drug addiction and crime are truly pathological symptoms found, respectively, in the weakest and the worst members of our rich and free society. Many rebels might deny that our society is free. But it is free compared to the totalitarian societies, which are also less rich and in which these four symptoms are countered by repression.

While there may be "symptomatic" cures for these symptoms other than repression, there is only one general remedy: *the love of life.* We are now at an "up" stage in history in terms of human well-being, the highest ever reached. But can we prevent another "down"? The great compound question facing us is: *Can we create a society worthy of being loved, and can we help men and women learn to love life when it is secure?*

Q. Could we turn now to some of your views on education?

A. I believe in a loving, permissive early education in the family up to perhaps the age of six. After that, I believe in an education which introduces pupils to responsibility. Such learnings must contain an element of hardship. By age 18, social responsibility ought to be inculcated. On such a foundation, the university years, at least for the great majority, can become an adequate introduction into the permissive society.

Q. With the family in danger, what suggestions do you have for helping to insure that children will have a loving, permissive early education in the family?

A. Education for parenthood—an approach more comprehensive than sex education—should be a compulsory subject for every adolescent. People must be made aware of the responsibility which they have for the happiness of their children.

Not every man or woman is cut out to be a good parent. If all the individuals unsuited for parenthood could be dissuaded from having children, it would be easier to attain the goal of a stationary society, which in the developed countries, can only allow slightly more than two children per couple. The voluntary elimination of those who would make "poor" parents would allow more children for those who are "parentally gifted."

Q. Would you comment further on the statement that between the ages of six and 18 an education for responsibility must contain an element of hardship?

A. My views on the necessity of scholastic effort on the part of pupils are very unfashionable, particularly in the United States, where thousands of teachers and a substantial minority of parents probably still believe in a permissive education in elementary and secondary school.

Yet, a country cannot survive without a measure of academic hardship and competition. A society in which all desires are satisfied from the cradle to the grave without individual effort will almost inevitably become decadent.

Education in a mature society must provide some hardship for everybody, plus real challenges for those who seek, through outstanding achievement, to become part of an intellectual elite. Education without effort is a social danger. The most able people have a need for obstacles to overcome—obstacles which the average man or woman would prefer to avoid. For this important minority, a stable society must provide mental obstacle courses and ladders to climb.

When this is not done, the very bright will turn their talent and energy against themselves or against society. If we wish for a world in which ambition can be rewarded by distinction, then we cannot wish for a world without a potential for frustration. Distinction cannot be distributed democratically.

Q. Are we correct in assuming

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that you would argue that education for a mature society should actually increase, not decrease, differences among human beings?

A. If everyone is educated to the limit of his capabilities, differences inexorably increase. If everyone has the same opportunity to reach his limits, the highly gifted will excel.

So, it may be perfectly possible, as Lewis Mumford says, to have an outburst of human activities that will make the Renaissance look like a stillbirth. But only if we do not suppress talent.

Q. How could such a super-Renaissance be achieved?

A. This could be achieved almost entirely through motivation by making intellectual achievement a socially appreciated value. When President Kennedy honored 49 American Nobel Prize winners at a dinner, and when he invited the poet Robert Frost to the White House, he made a beginning. If later administrations had continued this practice, it might have borne fruits for American culture.

Society's acknowledgment of the value of a contributive group of thinkers is important. In America, few people know of the National Academy of Sciences. Yet, it is difficult to get into—harder than it is to get into the Royal Society. But the Royal Society in England has a far greater prestige than the National Academy in America. The same is true of the Academy of Sciences of the USSR.

Q. How can we in education better help young people to understand that our civilization represents thousands of years of human endeavor and is worth preserving?

A. One way is to make young people historically conscious, to make them viscerally aware, of the hard way in which our abundance has been won. The other way is to make it an effort for children and youth to become full-fledged members of the mature society.

Q. In what ways do you see this being achieved, Dr. Gabor?

A. Well, I would like to sketch out two educational courses for every adolescent boy or girl. The first I call the Robinson [Crusoe] Course; the second, Living Through History.

The first would help students see how the human race made the long journey at the end of which man could produce airplanes, electronic microscopes, and uncounted chemical compounds which had never existed in nature. It would consist of a gaming approach assisted by richly illustrated books, films, and practical exercises.

My second suggestion, Living Through History, could be used to help both young children and adolescents to remember the history of civilization as they remember their own lives.

Now, we have reached the stage at which we can supply the visual, auditory, and if required, even the olfactory organs with the sensations needed for almost total participation in a three-dimensional artificial world. The stereoscopic apparatus with which this is achieved could be a powerful tool of education—one with emotional impact. The equipment is fairly simple, though, unfortunately, not cheap. A projection screen extends around the viewer through approximately 180°.

Imagine that the youngsters could wake up in a simulated cave and hear the big beasts of prey howling outside. Later, crouched around the fire, they could see animal eyes glowing in the bush. They could feel the pride of primitive man when he started defeating those animals.

Then the youngsters could live through the simulated invention of agriculture and the domestication of animals. Next, they could see the first cities rising in Babylon, view the Parthenon when it was new, and walk through the Roman Forum. Then they could discover America, sense the hardships of a worker during the Industrial Revolution, and finally see the modern age of affluence.

After these courses, students should have developed a visceral feeling for evolutionary ethics and should feel in their bones that this hard-earned civilization is worth preserving.

Q. In closing, Dr. Gabor, do you have any advice to help us as we confront this transition from a society that idolizes growth to a more mature one in which we retreat from many of our former directions?

A. Well, two short slogans would go a long way if they were carefully followed: *Excellence instead of quantitative growth* and *Possession instead of consumption.*

The first is a piece of advice to the industrial elite; the second, a maxim for everybody. We need possessions which are less likely to wear out, not only material possessions but also arts, knowledge, and the memory of a life rich in fulfillments. □

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Movement and Learning

By ALICE YARDLEY
Principal Lecturer in Education, Nottingham College of Education, Clifton, Nottingham, England; Author of several books on the ways children develop and learn.

Movement is the very essence of childhood. If we require five-year-olds to stand still, we are asking them to do something entirely foreign to their nature. They may try to oblige, but they find the feat extremely difficult, if not impossible, and exert great effort in their attempts to achieve it. Relaxed stillness is a quality of later bodily control.

Given the opportunity, young children move with obvious joy, and those who are close to young children are deeply aware that movement is of far greater significance than mere physical and psychological satisfaction. It is inextricably interwoven with every aspect of development, and movement in one of its many forms provides the basis of everything young children learn. It has as much to do with their thinking as it does with developing muscular skill.

In his prespeech days, the child's knowledge of his surroundings depends on his sensory and emotional experiences. He learns about the world through his skin, his eyes, and his ears. His mouth is one of the most sensitive and responsive parts of his body, and the feel and taste of objects referred to his mouth act as his guide to them. Each sensory experience is embodied in how he feels at the moment of experience, and the impressions he retains of events are colored by his feelings.

The child's opportunities to exercise his senses and emotions depend on the extent and variety of his environment and on the opportunity he has to reach out in it. Even when speech makes verbal communication possible, what the child is told needs to be grafted on to what he understands through personal contact, for he has no other means of bringing meaning to words.

The child's drive to explore is very active at birth. The size and quality of the environment from which he learns is the responsibility of those in charge of him, and we must do all we can to ensure that he has plenty from which to learn. As the child grows, he becomes more mobile, and the range of his exploratory adventures is directly related to his mobility.

Because the child's learning environment is what he finds at his fingertips, his movements must be given unfettered opportunity to bring his skin in contact with as much of the world as possible. If we limit the child's world to the size of a high chair, a playpen, or a single room, then we limit his learning accordingly.

When Sue was about a year old, her father died, and by the time she could toddle, her mother was forced to work, leaving Sue in the care of kind, but elderly, Mrs. Jones. Sue was given every possible physical care and attention, and she was clean and ready to go to bed when mother fetched her in the evening. "I don't want any harm to come to her," Mrs. Jones explained, "so I keep her in her chair or take her out in the pram. I try to keep her out of mischief by giving her lots of things to play with on her table."

For a time all was well. Then Sue became increasingly listless. She was very much overweight, subject to colds, and whimpered frequently for no apparent reason.

"She seems to have lost interest in her toys," Mrs. Jones complained to Sue's mother. "I'm sure I can't think why. She used to play so energetically." Mrs. Jones was obviously worried and raised no objection when the mother suggested, "I can see she's a bit of a problem for you. She's really old enough to join a play group. I'll take her off your hands for a week or two."

A few weeks in the play group, where she was encouraged to engage in plenty of vigorous movement and play with other children, brought an amazing change in Sue. What she previously lacked was the chance to "get into everything," and this the solicitous Mrs. Jones had unwittingly denied her.

In a literate society, great emphasis is placed on the development of communication skills and facility in the use of words. Sometimes, in order to accelerate linguistic progress, a child is subjected to intensive programs in which word skills are forced on him. What is often forgotten is that the meaning with which his words are endowed grows from experience, not through merely hearing and saying words.

Communication has three main components: experience, or that which gives rise to the need for communication, suitable symbols through which impressions may be

What a child is feeling is very clearly expressed through his body.

represented, and a vehicle for these symbols. In his early years, while his vocabulary and modes of using words are limited, the child resorts to nonverbal ways of expressing himself. His exploratory adventures provide the incentive to communicate impressions of people or events. The vehicle he uses is one of the many forms of bodily movement. These include mime, dance, gesture, play, creative work, facial expression (accompanied by laughing, crying, shouting, and the like), and the symbols he fashions from what he finds in the way of dressing-up equipment and other miscellaneous materials and objects. The skills he acquires in nonverbal ways he later transfers to the verbal situation, and if these opportunities for learning to communicate through his body are curbed or fettered, then the uses he ultimately makes of words may be impaired.

Doing and meaning are inseparable in developing the use of words. A child can be taught to say, to write, and to "read" words such as *drip, flow, gush, dribble, squirt,* and *cascade*, but they hold meaning only when understood as part of water play.

A group of six-year-old children were handling a tricorn shell. One boy was fascinated by the shape of it, and he talked as he explored it with his hands. "It's so smooth and strong. If I lived inside, it would keep all the sea out. It's got a pattern, and it goes round and round like this," his body echoed the movement of his finger, "until it gets to nothing at the top." At this point, the teacher provided the word *spiral.*

Two hours later, the group of children were found in a corner of the cloakroom. Not a word was spoken as they swirled and twirled, weaving in and out in the pattern of their "Spiral Dance." It was through their bodies that these children provided *spiral* with meaning.

In my opinion, mathematical ideas and logical reasoning have their roots in early movement. As an example of the way in which highly abstract notions are formed, take the child's concept of space.

The child first experiences space as a small enclosed place which shelters him during his prenatal days. Although he is ejected into a vast outside space at birth, during the early months of his life, his perception of space remains bound by what he can touch. As he becomes aware of his own body as a separate shape in space, his idea of space expands, but, from his point of view, it is still enclosed. He reaches for the moon, or the clouds, convinced he can touch them as easily as the toy suspended from the canopy of his pram.

He crawls, toddles, runs, climbs, and swings, but he still doesn't reach the limits of space. Once he is able to walk, outdoor space experience is added to experience of more confined space,

and he makes his discoveries of the great outside by racing round, rolling, skipping, and jumping up and down.

He finds that he can make different shapes in space and take up different positions in it. He can explore space by moving at differing speeds and with varying emphasis. Awareness of either indoor or outside space develops through bodily movement. The child may eventually travel by car or airplane and find that space goes on and on and is high up as well as a long way off.

On television, he watches man land on the moon. He learns that space extends further than he can go, but in his view it is still a place you can reach, and this view is confirmed when man lands on the moon.

The concept of space as immeasurable and unlimited is not available to the child until a much later stage in his cognitive growth.

In a similar way, other abstract ideas grow from the child's exploratory movements. Even his later ability to reflect and reason depends on the opportunity he has in early life to learn through his body and through manipulative experience.

He learns about the invariable nature of objects or amounts of matter by what he physically does with them. He learns through manipulating objects that a process can be reversed. It is not a foregone conclusion to a six-year-old for instance, that if he lends the boy next door two of his five toy cars, he will have five again when the two he lent are returned. He needs to perform the operation in a physical sense before the idea can be formed and accepted.

These notions of invariance and reversibility are fundamental to reasoning skill, and the child who is restricted in his physical exploration and manipulation of the world may have difficulty attaining higher thinking and reasoning skills.

Observation of children aged four to six provides us with ample evidence of the way in which bodily movement contributes to social, emotional, intellectual, and spiritual development, as well as to physical growth. Children communicate with others through sharing physical experiences such as play, dance, skin contact, and even fighting. It would be difficult to imagine how immobilized young children would be if they were not allowed to make adequate social contact with their peers.

Children also use movement as a means of exploring or expressing their emotions. What a child is feeling is very clearly expressed through his body. He jumps for joy, cowers in fear, walks tall when he is confident, fights when he is frustrated, and shrinks away when he is unhappy.

The child's spiritual development stems from his growing awareness of the wonderful world of physical things and phenomena and from his growing interest in and knowledge of the people who live in it. The child's later attitudes and beliefs are firmly rooted in the inner impressions he retains of his contact with the world of external things. His understanding of what life is about can be enhanced by the opportunity he has for living fully at the level he understands, that of bodily awareness.

We can best help the child in his magnificent task by making a start with what he already possesses. He needs to explore bodily experience for his own purposes and should have ample freedom to move in his own way. Once he is knowledgeable about his body and confident in what he can do with it, we can then begin to expect him to move in the ways we ask of him.

In practical terms, this means that when, for example, we first introduce a group of five-year-old children to an unfamiliar large indoor space, we should leave them free to move in it in the way which comes easily to those particular children.

One child may race round and round, another roll on the ground, a third bounce about on his bottom or jump up and down, while their companions may crawl, stretch, squirm, try to stand on their hands, or simply lie on their backs and kick. The observant teacher will quickly discover the movements each child can perform well, and this information provides her with starting points for planned improvement later on.

Too often, teachers are afraid that, given such freedom, children get out of hand. However, if we restrict a child to what we tell him to do, then what he can do well may not be revealed. If we require a child to use a ball or apparatus or to work with a partner before he has sufficient control of his movements to enable him to relate them to an external object or to another person, then his movements may become somewhat clumsy and stilted.

This does not mean that the child's movement development should be left to chance, but that he needs to explore fully the uses of his own body for his own purposes before we ask him to use it in ways that we design.

The more we learn about the child, the easier it is to perceive that during the early years of his living, the quality of his movement experience determines the quality of his total learning. □

Multiple Talent Teaching

By CALVIN W. TAYLOR
Professor of Psychology, University of Utah, Salt Lake City.

Decades ago, vast deposits of low-grade copper in Utah challenged two imaginative young engineers to produce radically new methods for profitably mining the ore. After the Bingham mine processed low-grade ore for the first time, it eventually became famous for producing more copper than any other mine.

Later, other talented workers created additional methods for processing further what had heretofore been waste products, first, to extract gold and eventually, five other valuable metals. And it cost very little more to extract these additional metals.

The Bingham story shows that things have potential value which can be realized when some person creates methods for making them available. The classroom, for example, has its share—the multiple talents of all youngsters that remain dormant until someone develops techniques for "mining" them.

My teacher colleagues and I believe we have accomplished the necessary educational engineering work based on basic research findings so that teachers can mine their classrooms for talents. Teachers can now readily change their roles to become miners of talents—using knowledge as a means to discover and develop in students a wide variety of intellectual talents, such as talents for creating, planning, communicating, forecasting, and decision making, in addition to academic talent.

The academically talented are learners who adjust, as needed, to get high grades in school activities that call for receiving, storing, retrieving, and dumping information. As information reproducers, they also do well on standardized achievement tests. However, research findings show that grades and test scores have shown little relation to adult career performance, even in the professions.

The creatively talented are not only thinkers, but producers of original ideas, products, and methods; they often solve problems uniquely but appropriately.

Students who are talented in planning have the ability to organize their time, their work, their play, and other people. Students talented in communicating have the ability to express themselves fluently and effectively and are also able to understand others in their various methods of communication.

Persons talented in forecasting have the ability to predict outcomes of problems or situations and can foresee difficulties or conditions that will require future adjustments and new solutions. Those talented in decision making will have the ability to view many alternatives, to gather relevant information from many sources, to come to a logical decision, and to explain and justify it.

These career-oriented talents are pertinent to all levels of the world of work, including the executive levels and the professions. For example, those young people who have many experiences in turning on their creative talents will then likely use them to function effectively throughout their lifetimes. Contrarily, those students who establish noncreative patterns may continue to use only noncreative processes for the rest of their lives.

Talent search and development should occur in the classroom. It takes no extra time and practically no extra expense.

As a talent developer, the teacher learns to structure the classroom setting in a way to elicit a given talent in students but uses quite a different type of structure to elicit a second talent, and so on.

The teacher is active in structuring situations, in observing students, and in facilitating the functioning of the specified set of talent processes in students. When teachers begin structuring a variety of situations for different talents, they discover that nearly all students are above their class average in at least one talent.

To help develop students' talents at forecasting, for example, teachers might have them project the economic and social situations they will be in when they are 25 years old by predicting the answers to such questions as What will my home be like? and How will my life be different from the lives of today's 25-year-olds?

To help develop talent for planning, a teacher might have either the entire class or a committee of students plan a class party or a field trip. The group will need to discuss such questions as What must we do to organize this activity? Who will be responsible for each aspect of our plan? When will we have this activity? Then, if possible, the teacher follows through with the students on their

plan, giving them an opportunity to evaluate the results of their work.

At the Bella Vista School in Utah's Jordan District, teachers use the teaching-for-talents approach within the regular curriculum.

Talent totem poles were designed to illustrate this multiple talent approach. To make the poles, cartoon drawings representing individual pupils are ranked on each of the six talents being developed. Beverly Lloyd, a teacher at Bella Vista, placed her 28 second graders on each of the six totem poles after working on each talent with every pupil. Figure 1 shows how she rated the performance of seven pupils on each talent.

Two years later, when she repeated the process by placing everyone in her class on totem poles, she found all pupils but one to be well above the class average on at least one of the poles. In this second case, the seven scoring highest on academic talents were less promising as a group than any of the three academically lower groups on the other five talents.

Note in Figure 1 that each student has a unique pattern of strengths and weaknesses in the various talents. Ann does *not* stay at the top across all talents, and Randy and Kathy each rise to the top as the most talented on two of the new talents. Diane and Steve drop sharply downward on creativity.

Presently, so far as I am aware, few students yet benefit from the new research-based opportunities to develop their intellectual talents (other than academic talent) in classrooms. As a consequence, many apparently successful students may actually be intellectually handicapped for the rest of their lives. Those whose teachers activate their multiple intellectual dimensions are more fortunate.

Teaching primarily for scores on standardized achievement tests can result in depriving students of much of their potential. If this pattern persists for repeated years of schooling, many of their potential talents may never be discovered and cultivated.

In terms of accountability, I believe that the main inputs in the educational system are the students. Consequently, their growth and development should be meas-

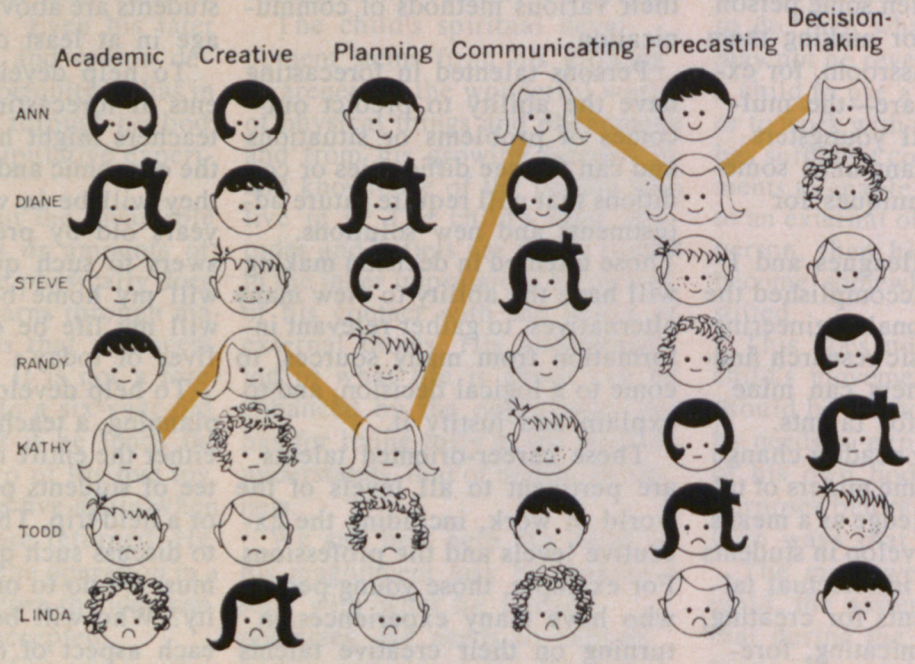

Figure 1

Those young people who have many experiences in turning on their creative talents will then likely use them to function effectively throughout their lifetimes.

ured as the main educational output. For this reason, it seems to me that we should be more interested in new measures of important things as yet unmeasured than in more precise measures that already exist for the less relevant and less important things.

Along with existing tests of neglected talents, appropriate new tailor-made measuring devices have been constructed and used to assess activities at the Bella Vista School. The new accountability instrument is the Student Activities Questionnaire (SAQ), a multiple-choice classroom-climate instrument developed for fifth and sixth grades. It yields eight measures: individualized instruction, enjoyment of school, classroom participation, career development, self-concept, independent development (self-management), democratic classroom control, and multiple talent experiences. Other pertinent measures, such as humanizing and valuing others, can readily be added.

In 1972, fifth and sixth graders at Bella Vista were compared on the SAQ and other measures with fifth and sixth graders from two schools in another district, who served as controls. The Bella Vista pupils outscored the control groups in *all* 58 comparisons, 42 of which produced significant differences. While the biggest differences, as expected, were found on multiple talent experiences, major differences were also found for the scores on the career development goal.

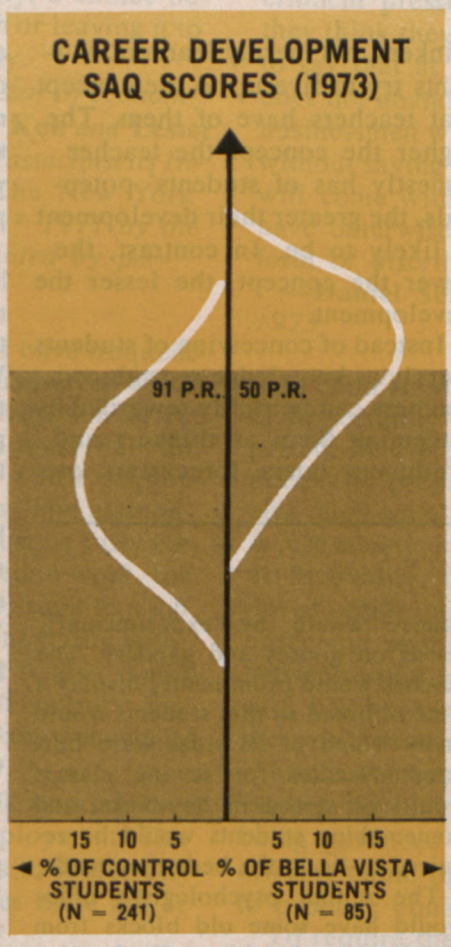

Figure 2

Figure 2 displays the differences in 1973 on the career development SAQ score, with two frequency distributions shown upright and opposite each other. A Bella Vista pupil ranked at the 50th percentile is comparable to the control student who stands at the 91st percentile of his group.

These differences are even more remarkable upon considering that the Bella Vista program is a very economical one.

When the average youngster, after exposure to multiple talent teaching, can surpass some 90 percent of control pupils on this measure, I am persuaded that multiple talent teaching is one vital way to achieve accountability in the classroom, especially toward career development.

These results are for pupils of teachers who were in the "first wave of the multiple talent teaching change" at Bella Vista. A pupil sample from teachers in the "second wave of change" produced a curve about half way between the two curves in Figure 2. This is logical, since small starts by a few teachers can fan out and ultimately bring about change in the rest of an established system.

Results of specially constructed measures of pupil and teacher reactions to classroom activities indicate that former Bella Vista pupils have adapted better to junior high school and are functioning better than a comparable group of classmates who attended a highly structured elementary school. In about 95 percent of the comparisons, scores of the Bella Vista group are higher, nearly half of them to a statistically significant degree. This is true despite the evidence that former Bella Vista pupils prefer the school climate from which they came.

When multiple talent teaching was used on a group of mentally retarded students and on another group of emotionally disturbed students, both groups flourished much more—even in terms of the old yardstick of standardized achievement tests—than they had under more traditional approaches.

In a New Hampshire vocational

To me, multiple talent teaching is one vital way to achieve accountability in the classroom.

technical college, where about one-third of the students usually drop out, all 15 in the first year of a multiple talent program returned for the following year. These students had more fully developed those talents which would enhance their chance of advancement in the careers for which their technical training would make them eligible initially.

The multiple talent teaching approach conceives of students as thinkers, not merely learners. Students try to live up to the concept that teachers have of them. The higher the concept the teacher honestly has of students' potentials, the greater their development is likely to be. In contrast, the lower the concept, the lesser the development.

Instead of conceiving of students merely as knowledge reproducers, teachers can be richly rewarded by esteeming them as thinkers and producers, doers, forecasters, creators, and so on. Instead of depriving students of "adult prerogatives," teachers who employ the multiple talent approach allow youngsters to think, plan, and produce.

To implement talent teaching, I have given speeches all around the nation and have sent out traveling task force teams to many places. We also have teachers who take turns in teaching for talents and in putting on their own demonstrations.

As specific aids and springboards for teachers, we retooled research tests into a manual of classroom activities. The Bella Vista principal and teachers have produced a second larger manual, which covers a number of talents and objectives and suggestions for evaluating students in each talent activity.

Parents tend to be highly supportive of multiple talent schools. Recently in Mobile, Alabama, they asked when their "Talents Unlimited" type of classrooms might expand on a districtwide, statewide, and nationwide basis. The citizens in Polk County, Iowa, also strongly insisted that their Project Impact, which is talent oriented, continue when Title III funding had ended.

I hope that schools will move in the direction our research suggests: having schools designed to fit kids rather than having kids fit schools. □

The two manuals for teachers. Opportunities for Creativity and Communications *and* Communications and Igniting Creative Potential, *are available from Behavioral Research in Creativity, 1417 South 11th East. Salt Lake City, Utah, 84105.* Climate for Creativity *(Pergamon Press, 1972), the author's eighth published volume on creativity, is pertinent for administrators as well as teachers.*

Words to the Wise

□ We must never stop striving for perfection. In order to improve our already outstanding schools, they can be equipped with special learning aids, which abound in every community. Think of the classroom with wheels to which students could put their shoulders, with grindstones for their noses, with bootstraps by which they could lift themselves.

Reading texts would have lines for reading between. Math classes would utilize manipulatory items like chickens for not counting before they hatch.

Science classes would have old dogs for demonstrating the impossibility of teaching new tricks. Pigs would be in residence for not casting pearls before. There would be a bull for students to take by the horns and for teachers to throw. Every botany class would have at least two trees—one for barking up and one for twig-bending to assess the incline.

Homemaking classes would make cakes for having but not eating and puddings, in the eating of which would be the proof. Homemaking students would have new brooms for clean sweeping, pretty kettles for fish, and nonboiling pots to watch. Sauces would be experimentally tested on gooses and ganders. The teacher would prominently display a slice of bread so that students would know which of its sides were buttered. Needles for sewing classes would be stored in haystacks, and homemaking students would be required to lie in the beds they made.

The school psychologist's office would have some old blocks from which to study chips off of and a collection of spared rods to measured spoiled children.

PTA's could present useful gifts to schools: horses whose mouths would not be looked into.

Teachers' lounges would be equipped with hot irons in case of strike.

Principals' offices would have monkey wrenches to be thrown into the works as necessary, a set of traces for kicking over, and a log for students to sit on like bumps.

Each school would have large, specially created mousetraps placed at strategic spots to which the community council or even the world at large could beat a path.

—Rae M. Levis, *director, Special Government Programs, Wyandotte (Michigan) Public Schools.*

true of segregated lunch counters and Jim Crow hotels, it has existed for so long. But there is also good reason to consider the practical consequences. The people subject to this discrimination are no longer mute or helpless; one can hardly imagine that they will permanently and peacefully accept their subordinate status. There is, accordingly, a choice between eliminating this discrimination or leaving it to later and much more angry remedy.

—**John Kenneth Galbraith,** *professor of economics, Harvard University, and* **Edwin Kuh** *and* **Lester C. Thurow,** *economics professors, Massachusetts Institute of Technology, writing in* The New York Times Magazine, *August 22, 1971.* *© 1971 by the New York Times Company. Reprinted by permission.*

Representatives of organized labor have frequently stated that unemployment among unionized white workers prevents the immediate integration of the labor force and that black workers must wait for some far distant future when there is full employment in order to have desirable jobs. The assumption that all white union members must be fully employed before Blacks can be permitted to work, the notion that white workers have a prior right to a job, is clearly an expression of the racist mentality within the craft unions. Unfortunately, it is also shared by too many public officials. This assumption has no basis in law and certainly not in any concept of morality.

For too many long hard years, black workers have disproportionately shared only unemployment. The time has now come for black workers to share fully in whatever employment opportunities there are at present and will be in the future.

—**Herbert Hill,** *national labor director, National Association for the Advancement of Colored People, writing in the* New School Bulletin, *February 8, 1971.*

It is very difficult for a large corporation to discriminate in favor of any group without, to some extent, stigmatizing all members of the group who work for it. The man who had a lot to do with the design of G.E.'s equal employment opportunity program, and who is himself black, says that talk about hiring less-qualified minority-group members makes him uneasy—that "it puts the 'less-qualified' stamp on the minorities you do hire."

In companies where reverse discrimination is the rule, there will be a nagging question about the real capabilities of any black man who gets a good job or promotion. The question will occur to the white applicants who didn't get the job; to customers who deal with the black man; and, of course, to the Black himself. Perhaps the cruelest aspect of reverse discrimination is that it ultimately denies minority-group members who have made it on their own the satisfaction of knowing that.

In short, businessmen who are opting for preferential hiring or who are being pushed to it by government pressure may be deluding themselves if they think they're taking the easy way. It seems safe to say that at some point, even if the government does not abandon its pressures for preference, more businessmen will begin resisting them. It should go without saying that the resistance will be easier, and will come with better grace, if those businessmen have otherwise made clear their opposition to any form of discrimination.

—**Daniel Seligman,** *writing in* Fortune, *March 1973.*

In contrast to the long-standing view that equality of opportunity is always and everywhere to be prized, we are hearing now that because people are unequally prepared to take advantage of opportunity, such equality produces only another hierarchy. A just society, it is argued, requires the reduction of all inequality. The goal being proposed is equality, not of opportunity, but of result: a general equality of income, status, and power. This issue, the conflict between equality of opportunity and equality of result, has been called the central value problem of the postindustrial society.

Much current criticism of schools represents, in various forms, precisely this issue. The argument being advanced is that schools should go beyond offering equal opportunity and should be expected to produce equal results for all students.

To require the school to bring all young people by the age of 17 or 18 to equality in any form of competence is not only to expect the impossible, but to demand an outcome that would be clearly undesirable. Can anyone seriously propose that schools produce uniform graduates? So long as we hold in decent respect those twin values of democracy, equality and liberty, we can settle separately for neither. Nowhere, save in the court, is it as necessary as in the school to insist that both values be pursued steadily and together. Each is the other's necessary complement. To sacrifice one or to emphasize either to excess is in the end to forsake both.

To envision a form of education that would produce equal results for all, we must reject everything we know about human variability or find a way to prevent abler students from learning more than the less able. A school that is unwilling to release and cultivate the rare capabilities of the exceptionally talented student will hardly be concerned about the

smaller distinctive gifts that all human beings possess. Teaching to the average hardly suggests a pedagogical breakthrough. Those who advocate equality of results in education assume a burden of proof they have not begun to meet.

—John H. Fischer, *president, Teachers College, Columbia, writing in* Teachers College Record, *September 1973.*

To learn well, a child must be genuinely respected and valued for who he is—himself, his culture and language, his family. He must believe in himself. Yet our educational system frequently has great difficulty accepting and building upon differences. Too often I have seen dedicated people trying to "save" children from their families' history and culture. I don't believe it works. We must learn to respect children for themselves and permit them to build on their own backgrounds.

Our Committee has recommended several steps that we believe would substantially help to improve the educational opportunities of these children. But what is important—and, in my opinion, what is missing—is a deep and strong national commitment to justice for disadvantaged children. Erik Erikson once said, "The most deadly of all possible sins is the mutilation of a child's spirit. . . ." We *are* mutilating the spirits of millions of American children every day, and it is surely a sin.

Failure to obtain an adequate education is a personal tragedy for these cheated children and their families. But the nation's loss is still greater. We are wasting the lives of children who could become happier, more employable, more contributing citizens. Those of us who are more fortunate know of this waste and must suffer great guilt.

I have never seen anything as thrilling, impressive, or beautiful as the face of a happy, healthy, confident child. Nothing should haunt us more than the face of a child who knows he has failed. I have seen hundreds of them; there are countless more.

We can and must commence a massive and full-hearted effort to stop this devastation—and to match the priceless potential of these magnificent children with the resources and affection which they need and deserve.

—Walter F. Mondale, *U.S. Senator from Minnesota, writing in the foreword to* Toward Equal Educational Opportunity, *the final report of the Senate Select Committee on Equal Educational Opportunity, issued December 31, 1972.*

"Equality of educational opportunity" has many definitions. To me, "equality" isn't necessarily the same for everyone, since everyone is different and has different needs. I do not believe that if one person has lung cancer and another has tonsilitis that equal treatment should require removing a lung in each instance. Equal treatment, in my opinion, would be whatever is required to deal satisfactorily with each particular ailment.

The same principle can be applied to education. Too often, to many prominent and influential educators, equal education means the same education, without regard to cultural, racial, linguistic, or ethnic differences. They assume that everyone [including Indians] speaks (or must speak) English, believes in Christianity, watches television, eats the same foods, and quite possibly believes in white supremacy. It's no wonder that some people, to whom these assumptions don't apply, will have difficulties attempting to obtain an education.

If the shoe were on the other foot [and Indians ran the country], in accordance with today's educational standards, the American public school system would teach or imply that whites are inferior, barbarians, villains; that their religions are mere superstitions; that they are filthy and without "sanitation"; and that their culture isn't really "best for them."

The school system would be based on assumptions that everyone speaks Indian, believes in Indian religions and in Indian supremacy, and eats fried bread. In this way, our education would do for us what white education is now doing for them. Many white children who attended such schools would probably develop inferiority complexes and negative self-concepts and many would drop out of school.

—William Yaz (a *pseudonym*), *writing in* The Indian Historian, *Summer 1973.*

The year was 2081, and everybody was finally equal. They weren't only equal before God and the law. They were equal every which way. Nobody was smarter than anybody else. Nobody was better looking than anybody else. Nobody was stronger or quicker than anybody else. All this equality was due to the 211th, 212th, and 213th Amendments to the Constitution and to the unceasing vigilance of agents of the United States Handicapper General.

George and Hazel couldn't think about anything very hard. Hazel had a perfectly average intelligence, which meant she couldn't think about anything except in short bursts. And George, while his intelligence was way above normal, had a little mental handicap radio in his ear. He was required by law to wear it at all times. It was tuned to a government transmitter. Every 20 seconds or so, the transmitter would send out some sharp noise to keep people like George from taking unfair advantage of their brains.

To learn well, a child must be genuinely respected and valued for who he is—himself, his culture and language, his family. He must believe in himself.

George and Hazel were watching television. There were tears on Hazel's cheeks, but she'd forgotten for the moment what they were about.

On the television screen were ballerinas.

A buzzer sounded in George's head. His thoughts fled in panic, like bandits from a burglar alarm.

"That was a real pretty dance, that dance they just did," said Hazel.

"Huh?" said George.

"That dance—it was nice," said Hazel.

"Yup," said George. He tried to think a little about the ballerinas. They weren't really very good—no better than anybody else would have been, anyway. They were burdened with sash weights and bags of bird shot, and their faces were masked, so that no one, seeing a free and graceful gesture or a pretty face, would feel like something the cat drug in. George was toying with the vague notion that maybe dancers shouldn't be handicapped. But he didn't get very far with it before another noise in his ear radio scattered his thoughts.

George winced. So did two out of the eight ballerinas.

—This satire has been adapted from "Harrison Bergeron," copyright © 1961 by Kurt Vonnegut, Jr. The story originally appeared in Fantasy and Science Fiction. *Reprinted from the book,* Welcome to the Monkey House, *by* **Kurt Vonnegut, Jr.,** *with permission of Seymour Lawrence/Delacorte Press.*

In just 20 years, black people have won many civil rights, including the right to participate freely and fully in the electoral process.

We have now entered a new period—the civil economics phase of our movement. Operation Push was organized two years ago to help effect and direct this transformation from emphasis on civil rights to emphasis on civil economics. Our concerns are with such issues as full employment at socially useful work and the right to adequate housing and to quality education for all children.

In the area of employment, the immediate goal is acceptance by the corporations of the quota system as a principle. We are insisting that, at a very *minimum,* hiring policies should be determined in relation to the size of the black population and the importance of black consumer purchasing power to a particular industry.

Finally, the solution to the problems which are the emphasis of our civil economics movement is in comprehensive economic planning. We have to plan on a scale corresponding to the size of the problem. The most fundamental question to be asked is How much will it cost to have such planned investment in people and the general social development of the society?

This kind of planning will cost billions, but those billions will be returned to society in the increased creative work of large populations who heretofore have been left out of opportunity.

—Jesse Jackson, *national president, Operation Push.*

The current women's movement has made a remarkable impact on the nation in a very short time. Women's liberation is a socially accepted topic—at dinner parties, on TV talk shows, and even as a slick, thriving magazine. Looking back just a few years, Sara Davidson writes in the July 1973 *Esquire,* "It is difficult to remember that in the early days anyone who declared herself an advocate of women's lib met with abuse, threats, and ridicule."

Look at America now! The President appoints the first woman to the Council of Economic Advisers, and some dared speculate that he might even appoint a woman to the Supreme Court. At all kinds of meetings, people are saying "chairperson" instead of chairman—and speaking of chairpersons, at the Atomic Energy Commission, it's a woman, though her title continues to be the traditional one of chairman.

These gains are impressive, but what do they tell us about the status of over 100 million women throughout our society? Not much. "Such isolated achievements are really only symbolic," writes Amitai Etzioni in the May 20, 1972, issue of *Saturday Review.*

The sad verdict, delivered by the U.S. Department of Labor, is this: "Occupationally, women are more disadvantaged, compared with men, than they were 30 years ago." In 1940, the Department's Women's Bureau reports, women held 45 percent of all professional and technical jobs, while in 1969, they held only 37 percent of such jobs. Financially, women across the country aren't doing much better: The median earnings of a full-time woman worker

This illustration from Frank Leslie's Illustrated *of 1871 shows the Judiciary Committee of the U.S. House of Representatives hearing an argument for the vote for women on January 11, 1871.*

compared to a man's *dropped* to 58 percent in 1968 from 64 percent in 1957.

Information like this may come as a shock after all the publicity and felicitation over such actions as the Equal Pay Act of 1963; Executive Order 11246, which prohibits sex discrimination by federal contractors; and court suits putting these laws to a successful test. The failure of education to give women full equality is a case in point. In K-12 public schools, for example, although women constitute 66.4 percent of full-time teachers, they make up only 13.5 percent of the principals and a minuscule 0.1 percent of the superintendents. In higher education, the proportion of women faculty members and other professional staff has declined from 28 percent in 1940 to 22 percent in recent years.

All this aside, women *have* made gains in some professions. For example, the proportion of physicians who are women increased about 50 percent between 1950 and 1970, even though in 1970 more than 90 percent of physicians were still men. In 1970, the proportion of lawyers and judges who were women was 40 percent higher than in 1950, but women lawyers and judges represented, nonetheless, only 5 percent of the total.

Statistics, of course, can't measure the psychic changes of a nation. These seem to be great—here and elsewhere as well. For some women, they have meant announcing loudly and proudly their right to enjoy sex and their right to have inexpensive and medically secure abortions. Other women are revising sexist textbooks in school systems in all parts of the country. Still others are suing employers for the right to work while pregnant, and they are winning.

And the New York Board of Regents has declared that when a school has only one team in a noncontact sport, both boys and girls must be permitted to play on it.

These are all cracks in the male psyche and the male kingdom, and through them we may see glimmers of women and men working, playing, loving, and raising families as equals. But those glimmers are still coming from a long way off.

—Daniel Zwerdling, *free-lance writer.*

A growing body of evidence indicates that students and educators must begin to know and care more about sexism as it operates in our society and in our schools. For example, according to various feminist groups who have studied elementary, secondary, and college curriculums, most materials, at all levels of education and in all content areas, exclude women or portray them as helpless, passive, and insignificant. In another area, budget allotments for physical education programs have been analyzed, and figures for one city school system indicated that 20 times more money was routinely spent on male athletics as compared to female athletics.

Girls growing and maturing in sexist school environments are shortchanged. Statistics continue to indicate that proportionately fewer women than men (in 1972, 46 percent vs. 53 percent, respectively) end up in college the fall following high school graduation.

—Myra and David Sadker, *Department of Education, American University, Washington, DC.*

When we look at the crude statistics of income and wealth, we find that the last few decades have not much changed the proportions of total income going to the lowest and highest fifths of the population and to the fifths in between. The total of the social pie has grown. But the sharing of the separate pieces is much the same as in 1950. This is an uncomfortable fact that we tend to push out of our minds, perhaps comforting ourselves with the hope that the growth in the shared total will float more and more people out of the abject poverty that has characterized most of mankind in most of its history.

At the extreme right and the extreme left, this law of conservation of the over-all degree of inequality will be regarded without surprise. Vilfredo Pareto, a disillusioned liberal who flirted with Mussolini's Fascism until that too disillusioned him, thought he could formulate a grand social law:

Every society has about the same degree of inequality; there is really very little that governments can do to alter this.

And any Marxist worth his salt will look with amused contempt on the sentimental thesis that a class-dominated society will be willing or even able to share prosperity more widely by peaceful economic evolution.

I belong to the middle group who think that improving minimum standards of living for those at the bottom is a desirable goal. And who think that a gradual reduction in inequality and expansion of equality of opportunity is both desirable and feasible.

But my experience as a student of economics and of history does not permit me to think that the task will be an easy one. It is not simply a matter of persuading Congress to raise the minimum wage or of getting the trade unions to ask for a larger wage share at the expense of property return. Indeed, it is hard enough to persuade Congress to modify in any significant degree the gaping loopholes in our progressive income- and death-tax structure.

Taking the broad view, there is reason to be hopeful. Professor Irving Kravis of the University of Pennsylvania has provided a valuable September 1973 roundup of the known data in the *Annals* of the American Academy of Political and Social Science. Here are some of his findings.

Inequality in advanced countries tends to be less than in less-developed countries. (Thus, Latin America and Southeast Asia show worse concentrations than does the United States. Denmark, Holland, Israel, and countries with more homogeneous populations and with welfare states show more equality than the United States.)

When a country first takes off into development, there may well be a worsening of inequality. (Thus, the "green revolution" in the Orient may have mostly helped those farmers who have the capital to procure the water and fertilizers that enhance the new hybrid grains' yields.) At later stages of growth, as affluence in the European and American sense is approached, inequality may again lessen.

—Paul A. Samuelson, *1970 Nobel laureate in economics. Excerpted from his* Newsweek *column, December 17, 1973. Copyright Newsweek, Inc., 1973. Reprinted by permission.*

Pertinent NEA Resolutions

The NEA

. . . believes that educational materials should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting such materials and in preparing teachers for their use.

. . . urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects other than foreign languages in any language except English, . . . further urges the enactment of legis-

lation that requires bilingual education according to need and that will provide necessary funds to develop and provide teaching materials appropriate for students whose sole or major language in the home is other than English.

. . . believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, political activities, professional association activity, age, or sex. It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women to overcome past discrimination.

. . . insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities; . . . supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex" . . . urges its affiliates to support ratification of the Amendment.

. . . is committed to the achievement of a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, age, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States.

. . . shall, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.

. . . shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development. . . . urges its affiliates to establish units to promote minority group involvement in the united profession.

. . . recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance. . . . directs the Executive Committee to cause a systematic evaluation of such state and local affiliates and to report its findings to the Representative Assembly. Evaluations must be conducted at least every two years until 1980 or until the Executive Committee recommends that they be discontinued.

. . . recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture. . . . insists that federal funding for Indian education be expanded to effect necessary improvements. . . . supports the movement toward self-determination by Indians and insists that such programs be voluntary. . . . opposes termination of federal support for Indians. . . . directs that programs be developed which provide for: involvement of Indian parents and communities with the public schools in developing programs for the improvement of the education of Indian children; Indian control of schools attended solely by Indian children and participation in the governance of schools attended by Indian students; ethnic studies in colleges of teacher education; in-service education dealing with cultural pluralism, the teaching of American Indian heritage and culture; assistance to local and state associations in meeting the educational needs of Indian students; substantial participation by Indians in NEA conferences and leadership training programs; coordination with existing Indian organizations and concerned agencies; promotion of teaching as a career among Indian youth; higher education opportunities for all Indian students; the direct American Indian involvement in lobbying efforts in Washington, DC.

. . . recommends subsidization or free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers at higher education institutions.

. . . recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture. . . . supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. . . . recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

. . . shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations. . . . urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership. . . . further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. □

Much of my discomfort was due to the lack of understanding of Asians by teachers and students.

many times I have seen Asians cast as cooks or houseboys. The second characterization is that of an evil, cruel villain. Very seldom do Asians play roles that are not stereotyped.

People often say that I am too sensitive—that whites are often stereotyped, too. However, there is a big difference. Whites can play "good" roles and "bad," but they are also shown playing a human role—a role generally not available to Asians. How would whites feel if they could only be portrayed as Gomer Pyles?

One TV program I do enjoy watching is *Kung Fu.* Even though Mr. Carradine, a white man, plays the leading role, Asians are winners in this series. Unfortunately, the portrayals are limiting and stereotypic.

Values look distorted when compared to an outside standard. Judged by white standards, passivity has been a noticeable characteristic of mine, but judged by Chinese standards, it is the norm. Unfortunately, Caucasians interpreted my emotional restraint as an indication of a lack of feeling or involvement on my part. Before I understood that this "lack" was a function of cultural factors, I engaged in self-blame and thought that there was something wrong with me.

With those value conflicts, I wonder how I landed in clinical psychology. Many of the goals of white middle-class therapy are directly opposed to what I learned from my parents. Caucasians value emotional expressiveness and see it as a sign of personal growth.

My first encounter group experience was uncomfortable. Most people were able to make self-revealing statements; I could only do so with difficulty. It has taken a great deal of conscious effort and exposure on my part to feel comfortable in these situations. I am still not entirely spontaneous when engaging in "touch-feel" exercises. If others in the encounter groups had encouraged me to speak up and if they had realized the importance of cultural prohibitions on my behavior, that would have been very helpful to me.

As I mentioned earlier, my family discouraged assertive or aggressive behavior. Contradicting others, especially in public, was frowned upon. I had forgotten how strong a norm this was until I observed it in my parents recently. During a shopping trip, my mother had bought my father a rather loud sport coat (usually she displays good taste). Unfortunately, my father did not speak up when the purchase was made. When they returned home, my father stated his true feelings, which he hadn't been able to do with the clerk present. I told them to ask for a refund. To my surprise, both of them said that it was not polite to make a scene. I needed all of my persuasive power to get them to return the coat.

Earlier in my life, I had a difficult time contradicting others. I gave in to arguments. Whether I agreed or not, I would nod agreeably and leave the situation. These were frustrating times for me. Caucasians interpret these behaviors as indications that Asians are submissive. They do not understand its cultural significance.

In many respects, I feel Asians do have to change. Nonassertiveness is not adaptive in this society. We have to speak up if we are to make our needs known and to have the opportunity to define ourselves. Ironically, I have changed to such an extent that I am now training Caucasians in assertive training techniques.

Communication among members of my family is very good, despite the generation gap and the cultural gap. There are times, however, when our parents do not know what to make of my brothers and me. They have very positive feelings about our involvement in Asian affairs and in our interest in Chinese culture, but they are ambivalent about our assertiveness in public (although I feel they secretly identify with us). The length of our hair is also upsetting to them. Our father will boast about our accomplishments (three PhD's in the family with another on the way), but he is clearly embarrassed about our appearance. He is afraid that his Chinese friends will catch sight of the sons he has been bragging about. All in all, though, we are a close-knit family.

While I am glad my parents stressed achievement in our family, I will give my children a wider range of options to choose from. Certainly, I cannot abide by the male dominance of the Asian family. Asser-

The search for, and development of, an identity in a white society is difficult.

tiveness instead of blindly following an authority is also necessary if we are to have a voice in determining our future. Perhaps the goal for Chinese Americans should be to develop a realistic sense of their role in this society and to increase their awareness of their cultural heritage. Oriental stereotypes should be seen for what they are—white society's interpretation of our values.

I feel a common bond with all Asians. Shared experiences draw us together. The search for, and development of, an identity in a white society is difficult. We should be committed to making the goal easier in the future.

I hope it is clear that Asians are not a "successful minority" in the full sense of the term. The distorted representation of our values is evidence of that—so is the lack of adequate information on the historical and present-day picture of the Asian in this society. Prejudice and discrimination still exist.

Chinatowns are ghetto areas, with people in them isolated from the mainstream of society. For example, families in San Francisco's Chinatown have substantially lower incomes than San Franciscans generally. According to the 1970 census, mean family incomes in census tracts having a population at least 80 percent Chinese American ranged from $1,000 to $5,000 lower than the citywide mean of $8,759.

In closing, I would like to make a few points clear. I have discussed the Chinese values as I see them. The degree of adherence to these varies greatly among individuals. We have traditional Asians and nontraditional ones, achievement-oriented Asians and nonachievement-oriented ones, and so on. Hopefully, teachers will not stereotype them but will consider the unique characteristics and abilities of each.

Teachers play an important role in the developing identity of all children. However, they are often frustrated in attempting to deal with minority groups. Brotherhood Week is not enough. My advice to them is to seek out minority group consultants. Intentions are important, but without knowledge, they are inadequate. □

ERIC Materials on Equality

The following is a sampling of the many outstanding articles in the ERIC (Educational Resources Information Center) data base on equality in education:

Sex Role Stereotyping and Evaluation: A Systems Approach. Gail McLure. Describes a method for analyzing extent of sex-role stereotyping in education, based on the assumption that it is "undesirable and in need of elimination." 23 pp. ED 078 326.

Barriers to Women's Participation in Post-Secondary Education: A Review of the Literature. Ruth B. Ekstrom. Institutional, situational, and dispositional factors exclude women from participation in postsecondary education. This study discusses these barriers and suggests avenues for further research. 88 pp. ED 072 368.

The Role of Ethnic Studies in Educational Equality. Richard Kolm. Views the public school as a purveyor of social norms and values, values which may sometimes run at cross-purposes to certain minority subcultures. The report describes how black studies programs, bilingual education, and ethnic studies can help preserve an ethnic role identity while allowing the student to remain in the mainstream of American education. 19 pp. ED 079 188.

Heredity, Environment, and Class or Ethnic Differences. J. McV. Hunt. Discusses social class, ethnic, and racial differences in performance on tests of intelligence and academic achievement. Raises major questions surrounding the topic and reviews salient research over the years. 23 pp. ED 079 329.

These materials may be obtained from the ERIC Document Reproduction Service, 4827 Rugby Avenue, Bethesda, MD 20014. Xerographic copies are $3.29 each; microfiche, 65¢ each. (Some libraries subscribe to the ERIC microfiche collection, a collection of 80,000 ERIC documents.)

—**John Bush,** *ERIC Clearinghouse on Teacher Education (cosponsored by the NEA).*

Action in Cedar Rapids

By MARY CARSON
Human Relations Coordinator, Cedar Rapids (Iowa) Community Schools.

Six months after receiving a complaint against sex stereotyping in basal readers, the Cedar Rapids Community Schools significantly changed teacher awareness of the problem and devised a set of strategies to cope with the needed changes which had been identified. This is how the activity came about:

In January 1973, a parent complained that the major reading series being used in the Cedar Rapids Schools contained extensive sexist bias. After meeting several times to consider the issue, a committee of the Parent-Teacher-Student Association (PTSA) which considers requests for reconsideration of library or instructional materials agreed with the parent regarding the material in question.

Inasmuch as no suitable alternative to the readers in question was then available, the committee drafted a letter to the superintendent asking that—

- Immediate tactics be developed to raise the awareness level of all teachers regarding sex bias in instructional material.
- A committee or task group be appointed to develop appropriate criteria relating to sex roles in basal and supplementary material used in schools and that this group search for basal readers which avoid various kinds of stereotyping.
- As an interim step, a group of elementary teachers identify specific stereotypic situations in the present reading series and devise compensatory strategies, activities, and statements.
- A committee identify suitable compensatory material to supplement basal readers in the area of sex-role stereotyping and also make suggestions for incorporating of acceptable material presently available into teaching units.
- The recommendations be adapted to facilitate conducting a preservice session on this topic with all elementary teachers.
- An in-depth in-service course in the area of sex roles be developed.

The superintendent supported the proposed steps, which provided for an awareness component and a compensatory component, and they were accomplished under the direction of the appropriate person responsible in each area.

In response to the request for developing "immediate tactics" to raise the awareness level of all teachers, a one-hour session was developed that was required of all elementary staffs and available to all secondary staffs before the end of the school year.

The one-hour session featured pre- and post-tests of awareness of stereotyping and a slide-tape presentation of examples of it found in various children's books. Post-test responses showed a statistically significant shift in the direction of acknowledging that sex stereotypes do indeed exist.

By May 1973, the first step of consciousness-raising had been accomplished. The following steps were then taken as compensatory action:

- Extended contract funds were made available for a committee of six staff members including one counselor, one media specialist, and four classroom teachers to develop criteria for evaluating materials, preparing bibliographies of compensatory materials, and preparing an additional follow-up session for teachers in the fall preservice meetings.
- The awareness session was repeated for all new teachers in August 1973.
- The district policy manual was updated to include safeguards against sex stereotyping.
- Two district in-service courses were planned which were offered this past fall. They were titled "Everything You've Ever Wanted To Know About Sex Roles" and "Sex-Role Stereotyping in Curriculum Materials."

The PTSA recommendations were all accomplished by November 1973. Whether or not the initial impetus can be maintained has yet to be determined. The process of changing attitudes is a slow one. People can feel threatened and become defensive.

In addition to analyzing books, teachers (and parents) need to sort out their ideas and rethink many of the things they do. The main thrust must be awareness, for a problem must first be seen and recognized before anything constructive can be done about it. □

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DEVELOPMENTS

U.S. Supreme Court Rules on Major Education Cases

The Supreme Court recently struck down mandatory maternity leave provisions set by schools which force female teachers to take leave at an arbitrary time during pregnancy. The Court ruled 7 to 2 that such provisions, regardless of an individual's ability to continue to teach, violated the 14th Amendment's guarantee of due process of law.

In another decision, the Court unanimously ruled that San Francisco's school system must overcome language barriers for its 1,800 non-English-speaking Chinese students or face losing federal education aid.

NEA backed these cases before the high court. (For more on minority and women's rights, see the special feature on page 75 of this issue.)

Earth Week 1974, April 21-28

The Alliance for Environmental Education, Inc., of which NEA is one of 26 national members, will coordinate Earth Week activities April 21-28. Aim of the observance is to help Americans plan for the future with deeper economic, social, and ecological understanding. For further information, write to Chairperson Alice Cummings, NEA.

Claims Court Rules on Copyright

In a landmark 4 to 3 decision, the U.S. Court of Claims has ruled that the photocopying of medical and scientific journal articles by two federal libraries does not violate "fair use" provisions of the copyright law and thus does not constitute infringement of copyright. The Court, in overturning a trial judge's decision, restricted its ruling to the "type and context of use" made of the materials in these particular cases, leaving it to Congress to define "fair use" in any new legislation it passes.

Because NEA believes that teachers and educational institutions must have a limited right to copy and record copyrighted materials for nonprofit educational purposes, the Association filed a friend of the court brief supporting the two libraries. An NEA spokesman said he was encouraged by the court's willingness to give the benefit of the doubt to science and the libraries rather than to publishers and copyright holders. He also said that he hoped new legislation by Congress would extend a similar benefit to teachers.

Deans of Graduate Schools Polled

Among graduate schools in 17 professions, education schools had, on the average, the greatest number of students, the second highest student-faculty ratio, and one of the lowest annual salaries for tenured faculty, according to a poll of deans of professional schools. The poll is reported in the November 1973 issue of *Change.*

Older Women Go Back to School

Many women aged 35 and over are returning to school to train for an occupation or to earn a diploma or degree, according to a Labor Department report, "Going Back to School at 35." The report shows that 1.5 million women and men over 35 were enrolled in school in October 1972 for academic or vocational training.

Of the nearly 800,000 persons 35 and over attending college, 53 percent were women. Of the 100,000 of that age range in elementary and secondary schools, slightly more than half were women.

Report Outlines Changes for U.S. High Schools

School systems must make reforms to acknowledge that high school students are biologically more mature and have been exposed to more information and experience than their predecessors, according to *The Greening of the High School,* a report of a conference jointly sponsored by Educational Facilities Laboratories and the Institute for Development of Educational Activities.

These reforms include: (a) the provision of alternative and nontraditional styles of education for students, (b) the granting of diplomas for studies undertaken away from the school premises, (c) the inception of paid part-time and volunteer work-study experience during high school years, and (d) a greater articulation of curriculums between high schools and colleges.

To match these changing functions, the report recommends a new order of physical settings: "We don't need the class and classroom anymore. . . . We need places where students can gather to deal with knowledge, to synthesize and make sense of their dialogue; amiable lounges for interpersonal contact; large halls for lectures, movies, plays, and concerts; shops and ateliers and labs for the fabrication of works of art and science."

Kerr Points to Future Problems for Higher Education

By the 1980's, almost no new hiring of faculty will be done in higher education, said Clark Kerr in a speech at the Pennsylvania State University. Among other problems, this situation may produce tensions between professors trained to teach in a certain way and students, whose interests are shifting more rapidly than ever before.

In addition, Dr. Kerr, who headed the Carnegie Commission on Higher Education, pointed to other problem areas for higher education to the year 2000, including:

- In the past decade, higher education tripled its capacity to train doctoral students. But new PhD's are facing a situation where each year there will be further decreases in the number of jobs open to them in higher education.
- As students increasingly demand opportunities for creative expression, universities and colleges will have to change curriculums to accommodate these desires.
- Because today's students participate more in making decisions within their families and in secondary schools than students in the past, they will expect to continue this decision making on their college or university campus.
- A conflict will arise between individual principles and realistic prospects in admitting minority groups to

equality in academic life. A Carnegie Commission report found that if traditional standards of appointments and promotions were maintained, it would not be possible to bring about equitable representation before the year 2000—and perhaps not even by then.

Teachers React on Discipline

Individual conferences with students is the most effective disciplinary measure, according to 52 percent of teachers in a nationwide poll conducted by the Scholastic Institute of Teacher Opinion of Scholastic Magazines, Inc.

Some other measures cited, together with the percentages of teachers who named them, are contacting parents, 18 percent; peer-group pressure, 12 percent; keeping students after school, 4 percent; corporal punishment, 3 percent; additional homework, 1 percent; and sending students to the office, 1 percent.

"The Electric Company" Gains Viewers

A nationwide survey shows an increase in the in-classroom use of "The Electric Company." The study reports that in its second season, 3.5 million viewers saw the program in classroom settings, a jump of 67 percent over the 1971-72 season.

According to an A. C. Nielsen Company audience rating, another 3 million youngsters watched the experimental reading series at home, bringing the second season total to 6.5 million viewers—or 2.5 million more than the first season.

Mexico To Mainstream Blind in Grade Schools

Mexico's public school system will soon integrate blind and sighted children in the primary grades for the first time. The new policy, agreed upon by the government of Mexico and the American Foundation for Overseas Blind (a New York-based organization) has not yet set a specific date for implementation.

Mexico's blind elementary school children have heretofore been segregated, but blind secondary students have been allowed to study in regular schools. (See page 20 of this issue for a discussion of mainstreaming special education pupils in schools of the United States.)

U.S. Delegation Visits USSR

Late last year, Roberta Hickman, NEA Executive Committee member and kindergarten teacher from Urbana, Illinois, represented NEA on a U.S. education delegation to the USSR. U.S. Commissioner of Education John Ottina led the delegation of eight; Mrs. Hickman was the only teacher in the group.

The Americans toured facilities for bilingual education and adult literacy programs. They also discussed teacher training, research, and evaluation in these areas of instruction with the Soviets.

New Coalition Formed

Twenty-eight religious, educational, and civil liberties groups have organized a coalition to support public education and religious liberty by opposing government aid to nonpublic schools. Among the members of the new National Coalition of Public Education and Religious Liberty (PEARL) are the NEA, the American Civil Liberties Union, and the Anti-Defamation League of B'nai B'rith.

Committee Scores Drug Use by Athletes

The American Academy of Pediatrics' Joint Committee on Physical Fitness, Recreation, and Sports Medicine has condemned the use of drugs as an aid to athletic performance.

The Committee dealt in particular with two types of drugs—anabolic steroids, used mainly for weight gain, and amphetamines. It said several side effects have been associated with the use of the first, including precocious sexual development in boys and the possibility of masculinization in girls.

As for amphetamines, the Committee said the drugs may improve physical performance if the athlete is fatigued, but may impair the individual's judgment and his estimate of his performance. Amphetamines may be harmful to the athlete who is under stress because they mask signs of fatigue or exhaustion, and chronic use may cause harmful side effects, including psychological dependence, the Committee noted.

The Committee also warned against the frequent use of downers (mainly barbiturates) to help athletes obtain restful sleep before a performance. Their frequent use is hazardous because of "detrimental effects on performance and the possibility of psychological dependence."

In addition, the Committee said there is no scientific evidence to indicate that special foods, vitamins, massages, ultraviolet lights, breathing oxygen, or nutritional supplements can improve the ability of an already healthy athlete.

Enrollment at Two-Year Colleges Is on the Increase

The Census Bureau reports that the number of students in the first and second years of college increased from about 3.3 million in 1966 to about 4.1 million in 1972—and that two-year colleges account for 94 percent of that increase.

The 1966 survey estimated that 2,303,000 students were freshmen and sophomores at four-year schools. The 1972 survey put that number at 2,349,000. In the same period, enrollment at two-year schools is estimated to have increased from 1,046,000 to 1,756,000

National Panel Advises on Graduate Education

A national panel of 15 prominent educators has issued a report, *Scholarship for Society,* calling for major changes in graduate education in the United States.

After more than 18 months of study, the panel, supported by the Graduate Record Examinations Board and the Council of Graduate Schools in the United States, questioned the emphasis on research as the sole criterion for evaluating all graduate schools and their faculties.

BOOKS

Peter B. Medawar, *The Hope of Progress.* Garden City, NY, Doubleday Anchor, paper, 1973. 120 pp. $1.95.

This short brilliant book by a winner of the Nobel Prize for medicine opens up a wide range of topics for speculation, for argument, for discussion in and out of our classrooms. Along with important critical essays about "Science and the Sanctity of Life" and "The Genetic Improvement of Man," *The Hope of Progress* includes a review of *The Double Helix* (James D. Watson's account of the discovery of the structure of DNA) that illuminates the way scientists work and think. The discussion of "Science and Literature" (in the poet John Holloway's words) "is so good . . . that it is itself a piece of literature." There is also a devastating attack on the assumptions and methods of psychoanalysis.

Medawar reminds us of the democratization of learning brought by scientific research. He also provides a healthy alternative to the fashionable pessimism about our "Human Predicament." His essays are themselves models of good criticism, and indeed his hope of progress depends upon our ability to criticize ourselves and thus learn from our mistakes. Through a synergism of imagination (which forms hypotheses) and criticism (which tests them), science can provide us with increasingly accurate accounts of our world. "There can be no contentment," he concludes, "but in proceeding."

Reviewed by **Harriett Hawkins,** associate professor of English, Vassar College, Poughkeepsie, New York.

Carl E. Thoresen (ed.), *Behavior Modification in Education.* 72nd Yearbook, National Society for the Study of Education, Part I. Chicago, University of Chicago Press (distributor), 1973. 474 pp. $7.50.

"Kristin, when you finish your arithmetic, you may get back to your drawing." You've said something similar? Teachers have used behavior modification tools for years, but not systematically. So what's new? Listen to B. F. Skinner on page 448: "[Instruction] . . . on a scale needed to make people maximally effective needs *a carefully designed system.*" (Italics mine)

Behavior modification is achieved by a systematic combination of observation and specified teacher actions developed on the basis of careful research and testing. Unlike most psychological techniques, which aim at understanding behavior, it concentrates on eliminating undesirable behavior patterns and increasing desirable ones.

Readers with little psychological background or those unfamiliar with behavioral modification should start with the book's brief last chapter, written by Skinner, often called the father of the technique, who notes some of the technique's contributions and its potential for education.

To most teachers, the next significant question is how the technique can be of help to them. Wesley Becker's chapter gives classroom examples—one of increasing the amount of cooperative play and several of reducing deviant behavior—all with impressive data.

Use of tokens which may be traded for various rewards establishes a classroom with a "token economy" learning environment. Teachers will find the chapter on these economies by Krasner and Krasner extends the classroom applications described by Becker. A chapter by Staats, an early worker in the field, introduces this topic and describes the equipment he has designed for token economy purposes.

Succeeding chapters—largely reviews of research—discuss use of behavior modification with counselees (Thorensen), families of aggressive boys (Patterson), autistic children (Lovaas and Koegel), retarded children (Bijou), and social deviants (Cohen).

Kanfer's first chapter overview may help with some of the terminology and conceptual problems. Because familiarity with the technique by new teachers will do much to bring it successfully into school use, McDonald's suggestions for teacher preparation as well as similar comments in other chapters should be taken seriously.

"Behavioral Humanism" by Thoresen, the volume's editor, contributes to an understanding of the breadth of the technique and the possibilities beyond the limits of its present major uses. It contains sections on behavioral self-control and how to define humanistic behavior in overt and concrete ways, so that behavior modification is shown to be applicable here too.

This book should make behavioral modification a much more important and acceptable part of the educational scene. Most readers will be convinced it deserves to be.

Reviewed by **David R. Krathwohl,** dean, School of Education, Syracuse (New York) University.

Mark Gerzon, *A Childhood for Every Child.* New York, Outerbridge & Lazard, Inc., 1973. 270 pp. $7.95.

Theodore R. Sizer, *Places for Learning/Places for Joy.* Cambridge, Harvard University Press, 1973. 167 pp. $7.50.

Peter Witonski, *What Went Wrong with American Education and How To Make It Right.* New Rochelle, NY, Arlington House, 1973. 191 pp. $6.95.

Many an educator or critic has dreamed of writing *the* book which, by depth of passion and irrefutable argument, with a single blow, would topple the giant of American education. Here are three by would-be Davids who aimed at the giant—but missed.

Words can be weapons, Mark Gerzon asserts, brandishing as his weapon the long-forgotten turn-of-the-century slogan, *A Childhood for Every Child.* Gerzon intends to rally his army—the once radical youth of the 1960's—into embracing a lifelong commitment to renew society through "the politics of parenthood." If we can only raise children well, the world will be well.

And what constitutes the reforms that Gerzon recommends? First,

childbirth without anesthesia, breast feeding, and homemade baby food. Next, taking time to play with kids and creating safe play spaces. Also, keeping them from TV and rejecting programmed instruction and computer-assisted instruction in schools. And for good measure, organizing politically for child-oriented reforms. In sum, humanizing the environment.

Alas for his cause, Gerzon writes a soporific sermon, which plods platitudinously through a 150-page recitation of technocracy's disregard for children.

Theodore R. Sizer, former dean of the Harvard Graduate School of Education and now headmaster of prestigious Phillips Academy, Andover, intends to rally his army—bureaucrats and educators like himself—by virtue of his wit and wisdom, to propagate a new pattern of American education.

Conventional schools need to be exorcised from America now, Sizer claims, because of America's ironic self-satisfaction with its miserable educational system.

"Americans make the grievous mistake," Sizer says, "of trying to cram all formal education into a single institution." What Americans should recognize is that what we call "school" has *two* separate purposes in America: (a) to give its children "power"—that is, intellectual skill —and (b) "agency or joy"—a sense of uniqueness and self-worth.

Accordingly, Sizer prescribes, each child should attend *two* separate institutions. One half day Johnny would go to his "academy" that teaches him for power. The other half day he would go to his "collegium"—rather like a YMCA, only accredited—that serves up opportunities for agency or joy.

Presumably, by virtue of attendance at academies and collegiums, the next generation of Americans would grow up schooled to "think clearly and to make wise choices."

Peter Witonski, a classical scholar with impeccable credentials, intends to rally his army—scholars still capable of insisting upon standards—to reverse the trends of egalitarianism and pandering to student whims, which have (he says) all but destroyed education in America.

His prescription is unabashedly conservative and elitist. He would resurrect the oldest traditions of education, such as very early segregation according to intellectual ability.

Was David confident that he could slay the giant with *one* stone from a single sling? Out of humility, perhaps, each of these would-be Davids expresses his lack of confidence.

The three authors are correct in their uniform perception: The stones in their slings will not slay the giant. However, they are largely mistaken as to why. It is not so much a function of the technocratic mentality, undiscriminating self-satisfaction, or the interest of the establishment. Rather, each of these books is a shot misguided—carelessly aimed and ineptly fired.

These three books fall into the trap of believing in abstractions. But schools are not abstractions. Reform occurs—if it is a reform that makes a jot of difference—at very specific, concrete, visceral levels.

Reviewed by **James A. Mecklenburger,** director of research, National School Boards Association.

Stanislav Andreski, *Social Science as Sorcery.* New York, St. Martin's Press, 1973. 238 pp. $7.95.

Joyce A. Ladner (ed.), *The Death of White Sociology.* New York, Random House, 1973. 476 pp. $10. Vintage, paper, $2.45.

Our faith in the powers of science has been immense, a faith that has permeated the social sciences and such related fields as education and social work. We are, however, entering a new period. Doubt concerning the ability of science to respond to the problems of men continues to grow. The social sciences are especially vulnerable, for their failures in such areas as education and welfare have become increasingly obvious.

In this context, Andreski's *Social Sciences as Sorcery* and Ladner's *The Death of White Sociology,* two quite dissimilar works, have their roots in the waning belief of the power of the social sciences to yield objective and/or useful knowledge concerning human behavior.

Ladner and the authors who have contributed to her collection of essays are primarily concerned with asserting the dignity and value of black culture, as well as the intellectual validity of studying humanity from a black perspective.

Ladner's position may be simplistically explained away by the bitterness which Blacks justly bear toward white sociologists. Andreski's work is far more devastating to the social sciences. A professor at a British university, he hardly refers to the racial questions that have beset the American social scientists. Rather, he returns repeatedly to the profit motive, always present for those engaged in studies of society and in the publication of scholarly works.

He convincingly assails what he considers the jargon and trivial discussions perpetrated on the public by well-known social scientists, asserting that they would make difficult what is simple and obvious.

Andreski shakes, perhaps more profoundly than he wishes, the very existence of the social sciences when he questions man's basic ability to achieve important scientific knowledge about himself, since highly significant phenomena of human behavior can only be known through introspection; human interactions are fluid and subject to free will; and humans react to and are changed by the knowledge that they are being studied.

His arguments, taken together with those presented in the essays edited by Ladner, comprise a formidable case for a complete revision in the present ways of studying human behavior.

It is ironic that Andreski can state with little fear of contradiction: "Which field of activity in America is the least efficient? And which employs the largest number of psy-

chologists and sociologists? The plain answer is education. And in which field has the quality of the product been declining most rapidly? And where has the number of psychologists and sociologists been increasing fastest? Again: in education."

Whether the correlation is indicative of a causal relationship is questionable. Yet, it is striking and ought to be examined.

Reviewed by **Wilma S. Longstreet,** Department of Education, University of Michigan, Flint.

Jean Piaget, *The Child and Reality.* New York, Grossman Publishers, 1973. 182 pp. $7.95.

M. Schwebel and Jane Raph (eds.), *Piaget in the Classroom.* New York, Basic Books, 1973. 305 pp. $8.95.

The important and creative work of Jean Piaget has been widely disseminated during the last two decades. We now have two more volumes: *The Child and Reality* (nine papers and lectures by Piaget, published between 1954 and 1971) and *Piaget in the Classroom* (an edited volume including 13 papers covering theory, research, and application).

The chapters of *The Child and Reality* are separate papers, highly variable in terms of difficulty and adequacy of translation. Some chapters are repetitious, and many are unrelated to any other. However, several discussions will be of particular interest to students of Piaget's work. For example, "Time and the Intellectual Development of the Child," which first appeared in 1962, clearly describes his theory of intellectual development—a theory that does not rest solely on the concept of maturation but emphasizes the importance of environmental events, including education.

Other papers focus on the role of language, an analysis of the empirical view of perception, and a critical review of Gestalt theories. In each, Piaget applied his principles of cognitive structures either to point out apparent deficiencies, as in the case of Gestalt and empirical theories, or to demonstrate parallels, as in the case of Freud's psychoanalytic theory.

Piaget in the Classroom is a well-conceived collection of papers with sufficient editorial comment to enable relatively naive readers to comprehend theoretical and practical implications of Piaget's work. Overall purpose of the papers is to describe Piaget's meaning of genetic epistemology in clear conceptual terms and to help the reader translate these concepts into educational programs.

Reviewed by **William J. Meyer,** psychology professor and director, Developmental Psychology Training Program, Syracuse (New York) University.

Lester R. Brown, *World Without Borders.* New York, Random House, 1972. 395 pp. $8.95.

The energy crisis, famines in the Third World, the troubles of the U.S. dollar, international inflation, and a variety of comparable and alarming developments have made *World Without Borders* more and more important reading. It was the author's purpose to provide a global perspective for contemplating the future. He succeeds remarkably well in painting his picture despite the worldwide dimensions of the canvas he uses.

In precise and understandable language, Brown analyzes the interlocking problems—sociological, economic, and ecological—that threaten to erode the hopes and aspirations of humankind during the next two or three decades. The result is a well-coordinated planetwide overview that merits careful reading by all educators, regardless of their disciplines.

I would also strongly recommend it to secondary school and college students, since Brown provides important and sometimes frightening images of the world they could inherit a few decades hence if important domestic and international decisions are not made with wisdom and justice—decisions pertaining to resources, pollution, and potentially tragic population pressures.

World Without Borders is one of the first thorough and carefully drawn descriptions of the new interdependence binding together our monetary systems, the products of multinational corporations, the earth's ecological webbing, and our dwindling virgin resources. Readers of *Today's Education* will, I think, join me in feeling that many of our institutions, traditions, and values are not only outmoded by the sweep of change but dangerous to our well-being in the future.

Brown identifies the greatest threats to our species as rapid population growth, deterioration of the biosphere, hunger, the rich-poor gap, and underemployment. He contends that all could worsen except, perhaps, hunger, and his data and alternative projections are persuasive and alarming. On the positive side, he argues eloquently that we can improve our relationships with nature if we reorder our global priorities and develop new international institutions to diminish the ominous danger of the 1980's and 1990's.

One may not agree with all of Brown's conclusions, but I rate his book as a highly significant "editorial" bearing on humankind's terrible struggle with itself and on the need for reasoned choices among our alternatives.

Reviewed by **Harold G. Shane,** University Professor of Education, Indiana University, Bloomington.

Arthur Herzog, *The B.S. Factor—The Theory and Technique of Faking It in America.* New York, Simon and Schuster, 1973. 218 pp. $6.95.

Some readers are going to feel Mr. Herzog's attack on the B.S. factor is a part of the problem rather than the beginning of a solution. A glimpse at the section titles isn't very reassuring: Americant, Amerikant, Empathetic Fallacy, Fadthink, Gutspeak, Kid Crap, Verbicide, etc.

But after one wades through (the verb here was carefully chosen in light of the content) much of this material, he finds that, indeed, the fake

(Continued on page 95)

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ACCOUNTABILITY

Accountability. Reprint of the 16-page Special Feature that appeared in the September-October 1973 issue of *Today's Education.* For a free copy, send a #10 self-addressed stamped (16¢) envelope to NEA Programs for Professional Excellence, Room 708, NEA Center.

Why Teachers Get Mad About "Accountability." Terry E. Herndon, NEA executive secretary. Reprinted from Jan.-Feb. 1974 *Compact.* 30 copies per package, $2. NEA Stock No. 381-12082. Order from NEA Customer Service.

CALENDAR

UNICEF Wall Calendar. Features children's art from around the world. A four-color teaching aid with information about various feasts, festivals, celebrations, and the most important holidays of the world's major religions. Free to teachers who request it on school stationery. U.S. Committee for UNICEF, 331 E. 38th St., New York 10016. Enclose a self-addressed stamped 8-1/2" x 11" envelope.

CITIZENSHIP AND GOVERNMENT

Impeachment: What Are Its Origins, History, and the Process by Which It Is Carried Out? What Are the Pros and Cons of Impeaching and Removing a President? One of the *Grass Roots Guides on Democracy and Practical Politics.* 1973. 14 pp. 35¢. Center for Information on America, Box C, Washington, CT 06793.

THE ENVIRONMENT

Ecology. A collection of 16 articles and biographies, including "Wild Rivers" and "Rachel Carson: To Save Our Environment." For elementary students. 1973. 33 pp. $1. Highlights for Children, Inc., 2300 W. Fifth Ave., Columbus, OH 43216.

Environment: The Global Issues. No. 217 in the *Headline Series* of the Foreign Policy Association. An analysis of the international dimensions of the problem. 1973. 64 pp. $1.25. The Association, 345 E. 46th St., New York 10017.

The Energy Crisis: What Makes It So Complex and Complicated? One in the *Vital Issues* series. Examines the whole problem of energy and looks at solutions currently available. 1973. 6 pp. 35¢. Bulk rates available. The Center for Information on America, Box C, Washington, CT 06793.

A Five Point Program To Stop Pollution. A four-color educational poster. 50¢. Point Poster, Keep America Beautiful, Inc., 99 Park Ave., New York 10016.

CONSERVATION

School Kit on Whales. Learning/action kit developed as part of International Children's Campaign To Save the Whales. Elementary level. Single copies, free; sets of 25 and one poster, $3. Project JONAH, Box 476, Bolinas, CA 94924.

LANGUAGE ARTS

Making a Dictionary. Contains basic information pupils need to compile mini-dictionaries on topics which interest them. 1973. 9 pp. Free. Macmillan Publishing Co., Inc., School Division, 100F Brown St., Riverside, NJ 18075.

Quickie Ideas: The Newspaper in Your Classroom. Second ed. Ideas for using the newspaper as an instrument for creativity in language arts. 1973. 23 pp. $1.50. Joy Lindner, P.O. Box 274, Tualatin, OR 97062.

MINORITIES

Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Information about feminist materials of use to teacher, parent, librarian, and student interested in combatting sexism in schools. 1973. 20 pp. $1 (plus 25¢ postage). The Feminist Press, Box 334, Old Westbury, NY 11568.

Literature by and about the

American Indian: An Annotated Bibliography for Junior and Senior High School Students. More than 350 annotations which cover humanities, fiction, biography and autobiography, history, and modern Indian life and problems. 1973. 208 pp. $3.95. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801.

Red Shadows. Describes history of native Americans from the desert to the Pacific Coast, 1600 to 1900. 1973. 128 pp. $1.45. Zenith Books, Doubleday & Company, Inc., School and Library Division, Garden City, NY 11530.

POPULATION

Population Problems and Policies in Economically Advanced Countries. Published by Population Crisis Committee in association with Ditchley Foundation. Report of conference at Ditchley Park, England, 1972. Summarizes findings of experts. (Spanish translation available.) 1973. 36 pp. Free from Population Crisis Committee, 1835 K St., N.W., Washington, DC 20006.

TEACHERS AND TEACHING

A Guide to Behavior Modification: A Classroom Teacher's Handbook. Shows how to apply this concept to students whose behavior or lack of motivation interferes with school performance. 1972. 43 pp. $2.50. Peek Publications, 164 E. Dana St., Mountain View, CA 96040.

Teachers Talk About Their Feelings. Excerpts from tape recordings of 16 new teachers who express feelings about students, administrators, other teachers, the system, and themselves. Published by the National Institute of Mental Health. 1973. 35 pp. 50¢. S/N 1724-00291. C/N HE20.2402:T22 Supt. Doc., Government Printing Office, Washington, DC 20402.

BOOKS

(Continued)

factor has become an important part of our lives. The outright lie is no longer needed—it has been replaced by the more durable "weave of logical errors," the fake factor.

Teachers have been ridiculed for some time for their educationese or jargon. Much of this jargon is made up of euphemisms, e.g., substitutes for stupid, dirty, obnoxious, and other more direct words. As Herzog's work points out, teachers are amateurs in abusing the language for their own gain. Business, the media, even sex counselors are worse abusers.

I doubt if this book helps unite those concerned with America and her language, but it is interesting and sometimes witty and deserves the teacher's look—even that disapproving glance.

Reviewed by **R. Bruce McQuigg,** professor of education, Indiana University, Bloomington.

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OUTSTANDING EDUCATION BOOKS OF 1972-73

Pi Lambda Theta, national honor and professional association for women in education, prepared this list under the direction of Margaret E. Chisholm, dean, College of Library and Information Services, University of Maryland, College Park, with the advice of panels of educators.

The list is drawn from a comprehensive one of approximately 1,200 books with a 1972 or 1973 copyright received between July 16, 1972, and July 15, 1973. It has been made available without charge to NEA for publication in *Today's Education.*

The 1972-73 comprehensive *Education Book List* may be obtained for $1.50 from Pi Lambda Theta, 2000 E. 8th St., Bloomington IN 47401.

Send inquiries about purchase of books to individual publishers, whose addresses may be obtained from a library or bookstore.

Educational History, Biography, and Philosophy

Between Harvard and America: The Educational Leadership of Charles W. Eliot. Hugh Hawkins. Eliot, the man who directed Harvard's intellectual growth for almost half a century, is the focus of the author's penetrating analysis of the relationship between universities and American society. 404 pp. Oxford University Press. 1972. $12.50.

Special Education and Exceptional Children

Trainable Children: Curriculum and Procedures. Revised and enlarged ed. Julia S. Molloy. The Julia S. Molloy Education Center of Skokie, Illinois, began as a licensed, private center to teach children with retarded development. The author and the staff have developed and refined teaching strategies and innovative procedures to provide a program for the trainable child that includes parent education, community and public relations, a volunteer program, and counseling. 319 pp. The John Day Co. 1972. $12.96; paper, $9.96.

Current Trends and Issues in Education

The Real World of the Public Schools. Harry S. Broudy. Broudy predicts that his assessment of the schools' successes and failures will be dubbed as an educationist's defense of the public school establishment. But he claims his book contains more serious criticisms of our educational system than those which most of the skilled critics have leveled against it. 271 pp. Harcourt Brace Jovanovich. 1972. $8.95; paper, $3.95.

Inequality: A Reassessment of the Effect of Family and Schooling in America. Christopher Jencks and others. On the basis of a wide range of studies, the authors conclude that if we really want to achieve equality in America, we must be willing to undertake far more fundamental social and economic change than school reform. 399 pp. Basic Books. 1972. $12.50; paper, Harper Colophon, $2.95.

Administration and Supervision (Includes School Finance and School Law)

The School Executive's Guide to Performance Contracting. American Association of School Administrators. This book focuses on the needs of the school administrator with respect to performance contracting. Its purpose is to fill the many information gaps between researchers and administrators and between those administrators who have and those administrators who have not tried the technique of performance contracting. 127 pp. AASA. 1972. Paper, $5.

Planning School Finance Programs: A Study Guide. Roe L. Johns and Edgar L. Morphet. This monograph presents information and suggestions on alternative provisions and procedures for planning and effecting needed changes in financing education. 83 pp. National Educational Finance Project (1212 S.W. Fifth Ave., Gainesville, FL 32601). 1972. Free except for postage and handling charge of 25¢.

Teacher Education, Student Teaching, and In-Service Training

Competency-Based Teacher Education: Progress, Problems, and Prospects. W. Robert Houston and Robert B. Howsam, eds. The editors state that rarely, if ever, has any movement swept through teacher education as rapidly as has the competency-based movement. 182 pp. Science Research Associates. 1972. Paper, $3.95.

The Power of Competency-Based Teacher Education: A Report of the Committee on National Program Priorities in Teacher Education. Benjamin Rosner. This work provides valuable insights and ideas for dramatically improving teacher education programs. It includes recommendations for program planning, training labs, and instructional materials. 260 pp. Allyn and Bacon. 1972. $9.50.

Curriculum and Teaching Methodology

Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Designed to engage students and teachers in the active formulation and examination of values, this book attempts to involve students in practical experiences to make them aware of their own feelings, ideas, and beliefs. 397 pp. Hart Publishing Co. 1972. $7.50; paper, $3.95.

Preschool, Kindergarten, and Elementary School Education

The Elementary School in the United States. (72nd Yearbook of the National Society for the Study of Education, Part II.) John I. Goodlad and Harold G. Shane, eds. This yearbook examines the role of the elementary school—an institution which has come under attack in re-

cent years. 418 pp. NSSE (distributed by the University of Chicago Press). 1973. $7.

Reading

Dyslexia: Problems of Reading Disabilities. Herman K. Goldberg and Gilbert B. Schiffman. This is a book which can be of use to everyone concerned with children's reading. It attempts to fill the need for texts that relate medical disciplines to education. 194 pp. Grune & Stratton. 1972. $8.75.

To Help Children Read: Mastery Performance Modules for Teachers in Training. Frank B. May. For use in teacher education, the author has set up a program of teacher-learning modules made up of carefully selected information about the teaching of reading. 358 pp. Charles E. Merrill Publishing Co. 1973. Paper, $7.95.

Improving Reading in Every Class: A Sourcebook for Teachers. Ellen Lamar Thomas and H. Alan Robinson. This book suggests procedures not only for teaching the fundamental processes in reading, but also for teaching reading in all of the high school subject areas. 479 pp. Allyn and Bacon. 1972. $14.95; (abridged) paper, $5.95.

Books About Children's Literature

Children and Books. Fourth ed. May Hill Arbuthnot and Zena Sutherland. The authors designed this book for all adults who are interested in bringing children and books together, but particularly for those enrolled in classes in children's literature in English and education departments and in library schools. 836 pp. Scott, Foresman and Co. 1972. $12.50.

Mathematics

Instructional Aids in Mathematics. (34th Yearbook of the National Council of Teachers of Mathematics.) Emil J. Berger, ed. The yearbook contains information about the growing spectrum of available instructional aids in mathematics, suggestions for selecting and evaluating these materials, and guidance in using them. 442 pp. NCTM. 1973. $12.

Social Studies, Economics, and Citizenship Education

Teaching About Life in the City. (42nd Yearbook of the National Council for the Social Studies.) Richard Wisniewski, ed. Social studies education and, indeed, schools as a whole need change. This is the theme that makes a significant yearbook. 307 pp. NCSS. 1972. $7; paper, $5.50.

Vocational and Technical Education

Career Education and the Elementary School Teacher. Kenneth B. Hoyt, Nancy M. Pinson, Darryl Laramore, and Garth L. Mangum. The authors identify the elementary school as the logical place to begin career education. 204 pp. Olympus Publishing Co. 1973. $6.95; paper, $4.95.

Junior College and Community College Education

Confronting Identity: The Community College Instructor. Arthur M. Cohen and Florence B. Brawer. The authors view the college teacher in the perspective of modern theory of personality development. The book provides a framework for discussing their own significant research and the studies of others on understanding the intimate relationship between personal and professional growth. 257 pp. Prentice-Hall. 1972. $8.95.

Teachers for Tomorrow: Staff Development in the Community-Junior College. Terry O'Banion. This report, prepared for the President's National Advisory Council on Education Professions Development, describes the special characteristics of the community college, its students

(Continued on page 98)

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Outstanding Books
(Continued)

and its staff. 185 pp. The University of Arizona Press. 1972. Paper, $2.75.

Media Centers and School Libraries Administering Educational Media: Instructional Technology and Library Services. Second ed. James W. Brown, Kenneth D. Norberg and Sara K. Srygley. This book is intended for use primarily as a college text by persons who will assume positions of leadership in the field of educational media. It should be useful to school and college administrators, curriculum specialists, and others involved in the planning and development of instructional programs. 449 pp. McGraw-Hill Book Co. 1972. $10.95.

Educational Technology

AV Instruction: Technology, Media and Methods. Fourth ed. James W. Brown, Richard B. Lewis, and Fred F. Harcleroad. A primary focus of this book is upon media in relation to the activity of learning. The introductory chapters provide information concerning media and their role in systematically designed instruction. The remaining ones discuss theoretical and practical considerations involved in selecting, using, producing, and evaluating educational media. 584 pp. McGraw-Hill Book Co. 1972. $10.

Instructional Technology: Its Nature and Use. Fifth ed. Walter A. Wittich and Charles F. Schuller. The authors state that this is a laboratory-tested book that is recommended to the instructor and his students as an experience in the realities of applying instructional technology to the solution of a wide variety of learning problems. 737 pp. Harper & Row. 1973. $14.95. □

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COMMENT

By RICHARD P. BAILEY
President, Hamline University, St. Paul, Minnesota.

At age 50, one day seems drearily like another, sometimes worse, seldom better. It is good to remember that it was not always so. There are days, olden days, which linger in memory, retaining much of their savor.

I watch college youngsters plan their lives by weeks. I find myself thinking most often in seasons. My mother-in-law remembers in years. But kids think in units of days.

One day, in '33 or '34, Pete Janzen and I had a fight. I've read over and over the fight Studs Lonigan had with Weary Reilley in James Farrell's trilogy and I conclude that Pete and I had a better one, blow by blow. We were evenly matched physically, but I ground Pete into the schoolyard dust. I was hero for the day. Right had prevailed. Oh, ecstacy!

One day my second grade teacher decided that I read well enough to move on into third grade. Since I had started to school at age five, I was now two years younger than my peers and in the same grade as my older brother. I have never felt wiser, more properly recognized, and never, I now suspect, have I been more obnoxiously smug.

One night love came to me as Matilda and I exchanged kisses and promises under a spring moon just down the road from her father's farm. The next day, everyone observed that Matilda was in love; I made certain of that by holding her hand, by looking winsomely at her, and by passing notes. I thought then that envy and some raw jealousy ate at student and faculty hearts; now I suspect that the faculty, at least, were more than a little nauseated.

(Continued on page 110)

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COMMENT

(Continued from page 108)

One day I wrote a theme describing the personalities of men based on the shoes they wear. Miss Jones laughingly read it to the class, and I experienced the thrill of successful authorship. It was my first A theme, and Miss Jones had neglected to circle the mispelled words and underline the grammatical errors in her apparent enjoyment of content. I knew that day that I would continue to write and that to make readers smile and listeners laugh was worth the drudgery of learning to conjugate, decline, and spell.

One day our algebra class snagged on a problem too difficult for immediate solution. That night, at home, I solved it; the next day I walked to the blackboard, scrawled the only correct solution (I stretched it to cover three sections), and basked in the silent admiration of less-motivated classmates.

On the day the assignment of parts in the senior class play was announced, my dramatic lot was minor and detestable. The male lead went to Hector Heffleginger of all people. I retain my dislike of community theater activity and of Hector to this day. I've never tried out for another part; and I applaud only actresses and performing dogs. Liz Taylor, yes, but Richard who?

There is some pedagogical lesson to be remembered from the days of our youth. Days are full of joy and sadness when one is young. In memory, the first day of school still fills my nostrils with the poignant fragrance of oiled floors, chalk dust, and new varnish; the last day, with the perfume of spring flowers and newly mown lawns.

Today is just not up to the days back then. □

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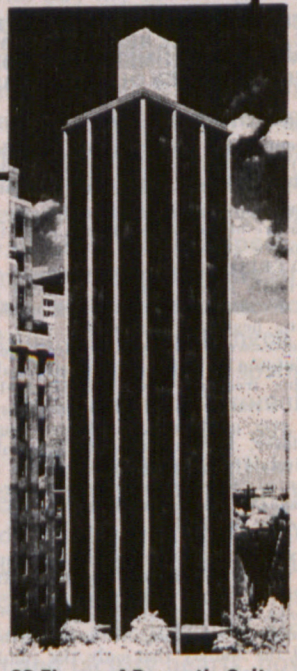

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The following materials are available free (or at low cost) from various companies. To order, circle the number on the postage-paid QUICK-ACTION-REPLY card inside the back cover that corresponds with the materials.

TODAY'S EDUCATION QUICK-ACTION SERVICE

1. AMOCO OIL COMPANY. SEND FOR YOUR FREE SPIRIT MASTER PROGRAM The Energy Crisis: What You Can Do About It. This program was prepared by the Standard Oil Company (Indiana) for students in grades 4, 5, and 6. It contains four high-interest activity duplicating masters and a teacher guide printed on a reusable file folder.

2. DICK BLICK. The Metric Aids Division of Dick Blick (Available to teachers in IL, IN, IA, KS, MI, MN, MO, NE, ND, SD, OK, WI, CO, MT, WY, only.)
Company offers learning aids that make teaching all phases of metrication easy. All complete kits for linear measurement, weight and mass, volume and capacity, etc. have teacher's guides and pupil's work cards. Free literature available.

3. ARMY ROTC. Scholarships, $100 a month, leadership training and development. For men and women who want an extra dividend from their college years. Lifelong benefits for either a military or civilian career.

4. ASTOR TOWER HOTEL — CHICAGO. All suites, with kitchen/bar. For gracious entertaining. Attractive rates. Complimentary continental breakfast. Near-north of loop, close to finest restaurants, entertainment and shopping. Circle reply card for brochure.

5. BEHAVIORAL PUBLICATIONS. FREE SAMPLE OF *DAY CARE & EARLY EDUCATION* with no-risk, trial subscription. "The Magazine of the Child Growth Movement" is for all pre-school teachers, education administrators, child care specialists, and concerned parents. New early education techniques, politics of day care, new methods of child care, all in an exciting and colorful format. Don't miss it!

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8. EDUCATIONAL DEVELOPMENT CORPORATION, Learning Resources Division. Brochure describing the new SkillBuilder 200 card reader, including features, accessories, and programs available.

9. EDMUND SCIENTIFIC COMPANY. New 1974 CATALOG OF SCIENCE MATH-GENERAL INSTRUCTIVES. 180 pages crammed with hundreds of instructional devices, teaching aids, bargains, NDEA items, low-cost models, kits, science-fair materials, pollution kits, demonstration and student participation projects.

10. EDUCATORS FUND MANAGEMENT CORPORATION. NEA Mutual Fund, Inc., offers the NEA member an opportunity for investment in a common stock fund with the objective of long-term growth of capital. The sales charge is only 2%.

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29. MEXICAN NATIONAL TOURIST COUNCIL, MEXICO: Extraordinary vacations at budget prices. Send for FREE color brochure *Wonderful Mexico*. Includes rates on hotels and transportation, and tips on how to see the most for the least money.

30. LaPINE SCIENTIC COMPANY. New '74-'75 104-page catalog of *Teaching Aids for Mathematics* now available *free* upon request. Special sections in full color feature "Going Metric," measuring materials, instruments, models, games, books, and successful programs for primary grades.

31. McKNIGHT PUBLISHING COMPANY. CAREER DEVELOPMENT CONCEPTS for use in grades 1-6 are available in new elementary program called, A Highway to Work and Play from McKnight Publishing Company. Program costs only $1 per student. Literature available.

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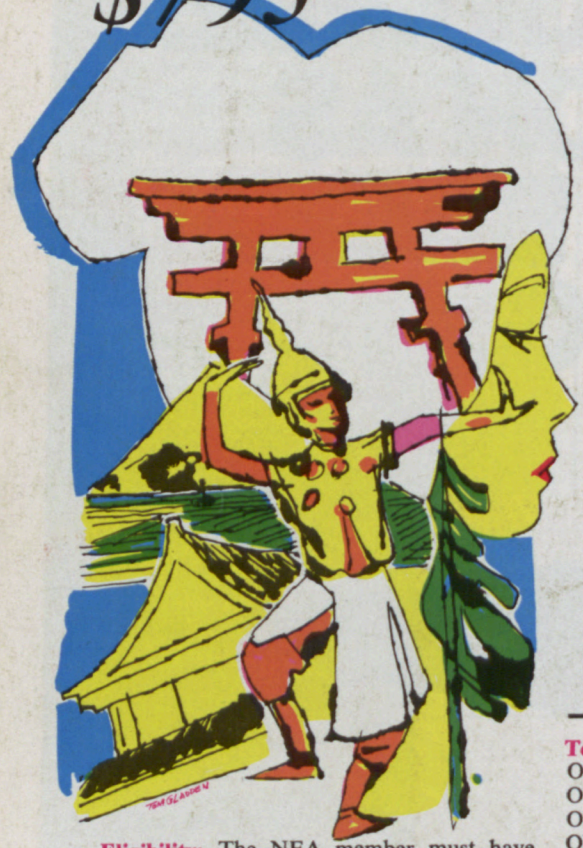

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OH-5	July 14—July 30	New York and Cleveland
OH-6	July 19—August 4	Philadelphia and Minneapolis
OH-7	July 24—August 9	New York and Pittsburgh
OH-8	July 29—August 14	Boston and Chicago
OH-9	August 3—August 19	New York and Kansas City
OH-10	August 8—August 24	Washington, D.C., and Chicago
OH-11	August 13—August 29	Baltimore and New York
OH-14	June 23—July 10	Los Angeles
OH-15	June 30—July 17	Los Angeles
OH-16	July 7—July 24	Los Angeles
OH-17	July 14—July 31	Los Angeles
OH-18	July 21—August 7	Los Angeles
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OH-20	August 4—August 21	Los Angeles
OH-21	August 11—August 28	Los Angeles

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TODAY'S EDUCATION **Mar.—Apr. 1974**

QUICK-ACTION reply card

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3	13	23	33	43	53	63	73	83	93	103	113
4	14	24	34	44	54	64	74	84	94	104	114
5	15	25	35	45	55	65	75	85	95	105	115
6	16	26	36	46	56	66	76	86	96	106	116
7	17	27	37	47	57	67	77	87	97	107	117
8	18	28	38	48	58	68	78	88	98	108	118
9	19	29	39	49	59	69	79	89	99	109	119
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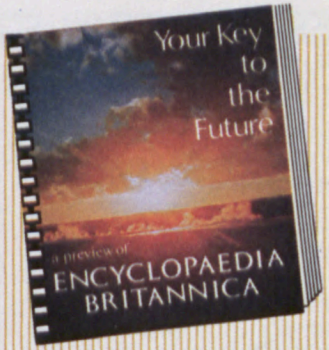

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